Hayesdown First School

Behaviour Policy

Approved by:	Charlotte Fletcher
Last reviewed on:	28th January 2026
Next review due by:	28th January 2027

Please note a new Trust Behaviour Policy is coming for school to adopt – expected July 2026

Introduction: "Positive behaviour – the Hayesdown approach"

At Hayesdown First School we aim for all pupils to feel safe, learn and be successful. In order to allow children to flourish educationally, socially and emotionally, we create an ethos of positive behaviour. This is achieved through three core approaches:

- High standards with clear expectations
- Strong relationships
- Positive reinforcement

This policy, alongside our **Relational Policy**, outlines our underpinning principles and practices so that everyone - members of staff, parents, pupils, and governors - can work together to maintain outstanding behaviour, attitudes and standards of work.

BEHAVIOUR POLICY

(created with reference to the EEF recommendations to Improving Behaviour in Schools)

Aims

- To create an environment which expects and promotes positive behaviour as the basis for effective lifelong learning.
- To provide the children with rules that will help them enjoy school and ensure their safety.
- To encourage appropriate behaviour with positive reinforcement for good behaviour and consistent application of sanctions where appropriate.
- To establish classroom rules and routines that maximise learning opportunities.
- To support all staff in developing the skills required to ensure acceptable behaviour in the classroom and play ground.

Golden Rules

Our 'Golden Rules' for behaviour describe the expected standard of behaviour at Hayesdown First School. They are displayed throughout the school and apply to the whole school community. Every child is expected to display "Golden" behaviour at all times and every day is a fresh start. All staff will recognise, comment on and celebrate Golden behaviour shown by pupils – spotting children doing the right thing.

Our Golden Rules are:

- Be kind, friendly and show respect for others.
- Try your best and help others do the same.
- Look after our school and everything in it.

Encouraging and rewarding positive behaviour

Positive reinforcement of the school's Golden Rules underpins all we do. Encouraging outstanding behaviour for learning is the responsibility of everyone in the school. We aim to create an ethos where children's strengths and positive behaviour are continually acknowledged and reinforced by praise.
Good behaviour is recognised, praised and rewarded in the following ways:

- Children are spotted regularly for being Golden by all members of staff and this is acknowledged verbally – commenting on the good behaviour displayed by children.

- Positive (green) 'Dojos' are awarded for Golden behaviour and displaying positive learning attitudes (linked to the Golden Rules, REACH values and our Learning Behaviours)

- Teachers send pupils with their work of high quality, showing Golden presentation or which shows significant steps for that child to the Head teacher – their name will be recorded in the Golden Book

- Tables with the best lunchtime behaviour are awarded the "golden spoon" to keep for the week – this is awarded during Friday Celebration assembly

- Children who are consistently Golden will be awarded a "Sparkle" sticker and their names are displayed on the board in the hall. Any child who is recognized for exemplary behavior will be given a "SHINE" like a star award from the Headteacher and go into the Golden book. A text message is sent home to recognise this achievement. Both sparkle and shine awards are celebrated in Friday assemblies.

- Each Friday, class teachers select one or two children who have reflected the school's REACH values; these children are awarded certificates in the Friday Celebration Assembly.

- Team Points are awarded and totaled at the end of the week. At the end of each term, the team with the most points is the overall winner and all the children in this team receive a reward, such as having a non-uniform day/extra playtime.

- At the end of each term, class teachers nominate a Class Champion. This is a child who has really impressed them with their attitude to work and behaviour. The child receives a certificate that includes a statement explaining the reasons why they have been chosen. This is read out during the 'Champions' Assembly' which is attended by parents of children who are receiving awards.

Good behaviour is celebrated and shared with the wider school community through the School Newsletter. A parents' guide to how we celebrate success can be found on the school website.

Approaches which teach positive behaviour

We strongly believe that, as well as managing behaviour, pupils need to be taught the appropriate skills to be able to change and adapt their behaviour. At Hayesdown First School we have a range of approaches to support children in developing their social, emotional and behavioural skills. These approaches include:

- ***Restorative Approaches***
  All members of staff will use restorative questioning, when appropriate, to help pupils to understand the consequences of an incident when it has occurred both in and outside the classroom. Restorative questions include:
    - What happened?
    - Who has been affected by what has happened?
    - What do you need to do to make things better?
    - What do you need to do to stop this happening again?

- ***Circle Time***
  Circle time can be used to reinforce a group problem-solving approach to finding solutions to specific issues that have arisen. Circle time can be used as a pro-active or reactive approach to teaching positive behaviour.

- ***Talk time***
  This provides children with the opportunity for one-to-one time with the class teacher, teaching assistant or a friend to talk through any issues or personal issues.

- ***Emotional Literacy Support Assistant (ELSA)***
  We have two Emotional Literacy Support Assistants who can deliver support packages such as:
    - Socials skills
    - Support with anxieties and worries
    - One-to-one time to talk
    - Anger Management

- ***Playground Activities***
  Our Peer Supporters are out on the playground each day and help to resolve minor conflicts. They receive specific training and supervision for their roles. Children are encouraged to use the "Wheel of Choice" to help resolve issues on the playground. This was devised by the pupils and is reinforced through assemblies.

  At lunchtimes we have a range of activities in place to ensure the children are engaged in play as this reduces incidents of inappropriate behaviour. These activities include:
    - Playpod
    - Football and other sporting opportunities facilitated by sports coaches
    - Use of the Peace Garden – an area where pupils can go to engage in quiet activities
    - Outdoor play equipment
    - Lunchtime club in the Haven

- ***Parent and Family Support Worker/Parenting support group***
  The PFSA team (through the Frome Learning Partnership) support parents with a whole range of issues relating to behaviour and well-being of children. Parenting support groups are run by PFSAs at the school.

Managing Unacceptable Behaviour

Poor behaviour is the responsibility of all adults - teachers, support staff and parents. The school believes that we all need to work together to ensure a consistent approach to the behaviour of pupils in the school. The majority of the children in our school respond to a clear reminder of the appropriate behaviour they should be displaying – being Golden. For those children who find it

harder to behave and abide by the rules, staff use a number of management strategies and techniques. These strategies are based on the belief that children who display inappropriate behaviour have either not yet learned the appropriate behaviour or currently lack the skills set to behave appropriately. Staff at Hayesdown First School have a wide repertoire of behaviour management strategies and techniques to help modify unwanted behaviour, underpinned by our relational approach. Some of these strategies and techniques include:

- Building strong, positive relationships with children
- Positive reinforcement of appropriate behaviour
- Tactical ignoring of inappropriate behaviour and reinforcement of positive behaviour
- Modelling of appropriate responses and behaviour by staff, parents and peers
- Non-verbal communication - a shake of the head; a finger to your lips and the use of eye contact
- Setting clear boundaries
- Providing structure and routine where the children learn to predict events and the consequences of his/her actions
- Providing a high level of consistency between all adults who work with the children
- Direct identification of inappropriate behaviour e.g. 'You are out of your seat' as opposed to 'why are you out of your seat?'
- Use of verbal and non-verbal praise
- Using the language of choices - making good choices and poor choices
- Using language linking to the Golden Rules e.g., 'you were not showing respect when you said that'
- Reiterating what the good choice would be and then providing thinking time for the child to adapt their behaviour
- Talking through the good choices the children could have made instead
- Reminding, prompting and encouraging- verbal, physical and gestural to make good choices
- A member of staff gives a verbal warning and the inappropriate behaviour is explained; the expectation for improvement and staying Golden is given
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The use of consequences should be characterised by certain features:

- Issues should be dealt with calmly, without a raised voice but firmly, referring to why the action is being taken and what that action is.
- Adults should not use any form of degrading treatment or language to 'punish' a pupil. The use of sarcasm, demeaning or insensitive comments towards pupils and young people is not acceptable in any situation.
- It is the behaviour of the pupil that is being questioned, not the pupil.
- Where possible, serious incidents should be dealt with away from others – "Praise publicly; reprimand privately"

When staff are talking about a child's behaviour it should be focused on specific needs and challenges. Language that describes the child or that is not specific to the behaviour is unhelpful in finding solutions to challenging behaviour.

If severe behaviour occurs e.g., racism, homophobic or transphobic, bullying, vandalism or aggression towards staff members - the pupil in question will be referred to a member of the Senior Leadership Team who will decide the most appropriate course of action.

Rewards and Sanctions

Although positive reinforcement is central to the encouragement of good behaviour, there is also a need for sanctions for inappropriate behaviour to protect the security and stability of the school community. Within school we have a behaviour framework for identifying the consequences of positive and negative behaviours. The behaviour framework is displayed in classrooms and referred to by all staff and pupils so children have a clear understanding:

STAGE	Expectation/Actions	Responsibility/Recording
SHINE like a star	• *EXCEPTIONAL* behaviour • Announced in Celebration Assembly (Friday) • Text home – Deputy/Headteacher • "Shine like a star" card awarded (Recorded in Golden Book of Excellence) • SHINE Star on display • Shine Dojo = +5 dojo points	• Class teacher only can award this • Class teacher awards dojo • Headteacher/ Deputy to give out card and record in Golden book • Head/Deputy to text parents
Sparkle	• Excellent behaviour • Sparkle sticker • Sparkle Dojo = +3 dojo points • Sparkle name on display board	• Class teacher/Class TA can recommend/SLT • Class teacher awards dojo • Class teacher to award sparkle sticker • LTSAs can recommend these but not award
Gold	Expected behaviour • Start each new day here • Verbal praise and recognition • Green dojos and messages • Speak to parents about positives	• Class teacher/TA/ all staff
Reminder	• Verbal reminder of expected behaviour " We are Golden when…" " I expect…" • Verbal Warning • Chance for child to move elsewhere in the classroom	• Class teacher • No further sanction
Amber	• Amber dojo = -1 dojo points • Make up lost learning time at break/lunch: e.g. 2/5/10 min reflection time • Restorative conversation (CT) • Time out in buddy class	• Class teacher based • Recorded via Dojo: Class teacher • If child sent out of room, Class teacher may wish to speak to parents at end of the day. • Multiple Amber in a day – CT MUST speak to parents
Red	Red dojo = -2 dojo points • Sent to Phase Leader/SLT/DH. • Consequence: Break time(s) missed (CT/SLT/Deputy) • Restorative conversation (CT/SLT/Deputy) • Apology • Make it clear to all parties that it has been dealt with	• Parents contacted that day, before the Red Dojo is sent : Class teacher (support available from SLT/DH to investigate if needed) • Recorded for tracking on CPOMs: Class teacher • Class teacher to email SENDCo • If a child is on Red 3 times or more in a fortnight- track for behaviour intervention/positive behaviour support plan/ report card (link with SENDCo) • Class Teacher to speak (face to face or phone) to other child's parent to explain – no names or specific detail of sanction to be used
Hazard	• Sent to Headteacher. • Break/lunchtime(s) missed / report card • Restorative conversation • Child removed from class for rest of day (internal exclusion) • Make it clear to all parties that it has been dealt with	• Recorded on CPOMs: Headteacher • Parents contacted, letter sent home: Headteacher • If more than one Hazard incident in a fortnight a meeting is set up with child and parents to agree targets. The outcome of this will most likely be that a positive behaviour support plan is put in place.

Note: very serious incidents that take place either in the classroom or the playground, e.g. intentional use of physical violence, swearing/verbal abuse, the system should be by-passed and the pupil should be sent to the head teacher or a senior member of staff.

Playtime and lunchtime

Our Peer Supporters are available at playtimes to help resolve minor conflicts. They will support children to use the "Wheel of Choice" to take responsibility for managing and resolving smaller incidents, difficulties or falling outs.

If an incident of negative /unacceptable behaviour occurs which is dealt with by an adult, the child is expected to miss some playtime and stay with/near a TA/LTSA. Serious (Red) incidents are recorded on CPOMS with the class teacher and DSL team copied in. It is important that causes and consequence of the behaviour incident are recorded. The class teacher can make a judgement on whether the incident should receive an Amber or Red dojo; generally behaviour issues should be resolved away from the classroom so the learning in the class is not affected. Behaviours that may warrant a child sitting out of playtime include:

- Refusing to do what grown up asks you to do
- Being rude to adults or other children
- Intentional damage to school property

This system is not to be necessarily used for situations where a child is demonstrating that they are struggling to acquire a certain skill set such as sharing. At these times it is the responsibility of the adult on duty to support the children in finding a solution and engaging with the children to get the play back on track (back to Golden). Adults should be using a relational approach and the restorative justice language when working with children. A member of the Senior Leadership Team works with the Lunch Time Supervisory Assistants (LTSAs) to ensure consistent expectations for behaviour within the classroom and outside at play.

Children with particular needs

Some children have specific needs and may behave differently to their peers. We treat children as individuals and special arrangements and additional support may be provided. The SENDCo will advise teachers where special approaches or strategies are required. A Positive Behaviour Support Plan may be required. Where appropriate, a risk assessment for children with particular needs will be put in place and must be reviewed and altered after any serious incident.

Report cards

In some cases, pupils will be placed on a weekly report card (usually after multiple Red Dojo incidents). This will be completed with the class teacher, parent and the pupil. It will include clear targets for the pupil to work towards and the agreed action that will be put in place. Any pupil who is placed on a report card will be recorded on CPOMs. At the end of the week there will be a review by the pupil and Headteacher of the report card and next steps discussed. The next steps may include:

- The report card can be ceased as the pupil has modified his/her behaviour
- The report card can be ceased but specific strategies to remain in place
- The report card needs to continue for another week.

After 3 weeks on a report card and the behaviour has not improved, then there will be a meeting with the class teacher, pupil and Head/SENCo to put together a positive behaviour support plan.

Positive Behaviour Support Plans

The school recognises that some pupils have specific behavioural needs and is committed to working with the pupil and the parent to support them in the best way they can. In some cases, children may need to have individual behaviour plans which are specific to their needs. At this point the school may draw on their Social, Emotional and Mental Health graduated response support offer to address any underlying need. In such cases, meetings will be held with the child's parent/s or carers and the underlying reasons for the behaviours will be explored.
Led by the Headteacher or Inclusion Leader, a Positive Behaviour Support Plan will be drawn up to provide a structured framework for behaviour improvement. The plan should be developed alongside the pupil so they have understanding and ownership, and then shared with all members of staff who work with the pupil
The Behaviour Support Plan is signed by the Headteacher or Inclusion Leader, parent/carer and child.
At this stage it may be appropriate to make a referral to the TPT Behaviour Support Service or PVEP panel (Frome Learning Partnership) for external assessment and advice.

Physical intervention

In very rare cases, The use of physical contact may be needed to support a child. This includes restrictive physical intervention and Supportive handling. This should only be done when there is an immediate risk to the safety of the child or another child and remain in line with The Partnership Trust Policy and Guidance on Physical Contact and advice in the DfE publication *'**Use of reasonable force**': Advice for headteachers, staff and governing bodies (2013)*.

Exclusions and reintegration

Hayesdown First School follows The Partnership Trust Policy and guidelines on exclusion (including suspension).

Internal Exclusion may be considered as a sanction when a child has had a 'Hazard' behaviour incident. An internal exclusion is where a child is in school to access learning but the school day is spent away from their peers e.g. in another class. The Headteacher decides whether an internal exclusion is the appropriate sanction for a child. This will be discussed with parents during the Hazard discussion with the Headteacher.

Following suspension/exclusion, a reintegration meeting will be arranged for the pupils and their parents. The purpose of this meeting is to:

a) Emphasise the importance of the parents working with the school to take joint responsibility for the child's behaviour;

b) Discuss how behaviour problems can be addressed;

c) Explore wider issues and any circumstances that may be affecting the pupil's behaviour;

d) Reach agreement on how the pupil's education should continue, how best they can be reintegrated and what measures could be put in place to prevent further misbehaviour;

e) Create a forum for a discussion about what support could be put in place for the parents

Post-Incident Care

Where there has been a disruptive incident that may affect other pupils' well-being, a member of staff will talk to these pupils are soon as possible after the event to ensure that they are reassured by the actions taken and feel safe to continue in their daily routines. Class teachers will speak to parents where appropriate.

Support will be given by a member of the Senior Leadership Team to a member of staff who may have been subject to violent or verbal incidents involving children.

Bullying

The school has an Anti-Bullying/ Child-on-Child Abuse Policy, which is available from the school website or on request from the school office.

Power to search a pupil

The Department for Education has issued advice to schools regarding their power to search pupils both with and without their consent- Screening, search and confiscation- Advice for head teachers, staff and governing bodies (DfE, July 2022)'. In the very rare instances that this may need to happen the guidance must be followed and staff should seek the support of the Headteacher/DSL team before any action is taken.

Monitoring Behaviour

All members of the Senior Leadership Team have a role in monitoring the reported incidents related to bullying, race, homophobic and transphobic, gender and disability. We maintain a log of these incidents (in the incident log and on CPOMs) so that we can follow things up, speak to everyone involved and work to reduce future incidents. The Inclusion Leader will monitor behaviour to identify vulnerable children who may appear and to identify any patterns of behaviour and/or names of pupils re-appearing. A behaviour report is presented to SLT by the Inclusion Leader on a termly basis.

The Head teacher will monitor consistency of approach by staff and will follow up individual cases if required.

Implementation Of The Behaviour Policy

This Behaviour Policy has been written by the governors and staff of Hayesdown First School to promote positive behaviour in our school. It is owned by staff, pupils, parents and volunteers who, under the direction of the Headteacher, share responsibility for implementing it. If it is to be effective, everyone must adhere to the Behaviour Policy with confidence and consistency.

The policy should be read and understood in conjunction with the following documents:

- Relational Policy
- Anti-Bullying Policy
- The Partnership Trust Exclusions Policy
- The Partnership Trust Policy and Guidance on Physical Contact
- EEF Improving Behaviour in Schools study and recommendations
- Safeguarding and Child Protection Policy
- Keeping Children Safer in Education (KCSiE September 2023)
- Guidance for Safer Working Practice for Adults who work with Pupils and Young People (May 2019)
- Codes of Conduct and Protocols for Staff and for Volunteers
- Physical Intervention to control and restrain others ***'Use of reasonable force'****: Advice for headteachers, staff and governing bodies (2013)*.
- Equality Policy
- Screening, search and confiscation- Advice for head teachers, staff and governing bodies (DfE, July 2022)'

The Behaviour Policy will be reviewed every other year or earlier if required.

Date adopted by the Governing Body: 13th July 2016

Reviewed: 9th May 2018; 27th Nov 2019**;** Nov 2021, 23rd November 2022, 29th November 2023; November 2024