



# Haydn Primary and Nursery School

## Behaviour Policy 2026

Policy administration	
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Version number:	1
Approved by the Governing Board:	
Date of issue:	January 2026
Date of next review: (at least every two years)	January 2028

# **Behaviour Policy 2026**

This policy needs to be read in conjunction with the policies named below.

- Behaviour Policy
- Safeguarding Policy
- Child on Child Abuse Policy and Procedure Document
- SEND Policy
- Attendance and Punctuality Policy

## **Intent**

It is our primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our intent is that we create a safe, calm and orderly environment where clear routines and expectations have a positive impact on pupils' behaviour and their learning. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Our school rewards behaviour that will develop an ethos of kindness and co-operation thereby enhancing learning. This policy is designed to promote and develop self-management of behaviour so that pupils learn to regulate themselves and develop strong behaviours for learning and life.

## **Our Aims**

To encourage positive learning characteristics through the promotion of the five Rs: Being Reflective, Responsible, Resourceful, Resilient, Ready.

To promote a calm and orderly atmosphere in which children behave well to ensure that they make good progress in their learning.

To create organised and well-resourced classrooms free from distraction and disturbance where pupils feel safe and motivated.

To treat all members of the school community with respect and fairness.

To motivate and reward pupils who are making responsible choices.

To ensure behaviour systems are consistent and fair and are well matched to a pupils' age and stage.

To work in partnership with pupils, parents and carers.

## **Implementation**

### **School Rules**

***Do the right thing. Choose kind. Try hard and be the best that you can be.***

1. Use kind and gentle hands.
2. Be respectful, remembering manners and kind words.
3. Listen attentively.
4. Be honest and helpful.
5. Look after our school environment.
6. Be calm and considerate in and around school.

Follow our school rules and be safe and happy.

### **Playtime Rules**

1. Play together kindly and fairly.
2. Look after play equipment and school grounds.
3. Follow rotas and timetables fairly.
4. Stand still when you hear the first whistle. Walk back to your classroom when the second whistle blows.
5. Work together to have a happy playtime.

## **Strategies used to support and promote positive behaviour**

### **Foundation Stage**

Verbal praise

Stickers

Role modelling positive behaviour

Good News Hearts

Promoting the Characteristics for Effective Learning

### **Key Stage 1**

Verbal praise

Promoting the 5 Rs

Star charts

Golden tickets

Table points

Classroom monitors

Challenge card certificates

Kindness jars

Star of the week  
Handwriting champion  
Nominated for Achievement assembly

## **Key Stage 2**

Verbal praise  
Promoting the 5 Rs  
Golden tickets  
Nominated for PROUD/Achievement assembly

## **Whole Class Rewards**

100 square for class points - when each class reaches 100 points (smaller targets for Key Stage 1 and Foundation), they choose a whole class reward. 100 square points can be awarded to the best-behaved classes during assemblies and at lunchtimes (Assembly Angels and Lunchtime Legends).

## **Movement Around School**

There are high expectations for walking around school – all staff model and monitor.

## **Headteacher Stickers**

Teachers can send children they feel deserve additional recognition and praise for outstanding work and/or behaviour to the head teacher to receive a special sticker.

## **Assemblies**

Weekly PROUD (Presentation, Reading, Outstanding, Understanding, Determined) or Achievement assemblies will be held to celebrate good work and behaviour. Each teacher will choose one or two children linked to the weekly theme. Certificates will be awarded and children's work displayed in the school hall.

## **Sanctions**

### **Unacceptable behaviours**

- Verbal abuse and disrespectful comments
- Physical abuse
- Discrimination towards others (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity)
- Online bullying
- Disrespecting staff and peers
- Continued aggressive play
- Defiance and low-level disruption in class

Following any behaviours that require sanctions, restorative justice will be used where necessary and appropriate in order to repair any harm caused and find a positive way forward. All staff, including lunchtime supervisors/Play Leaders, carry a restorative/emotional coaching script to use when resolving conflict.

## **Our Whole School Approach**

At Haydn, we ensure that the children have a good understanding of our school rules and use positive affirmations to promote good behaviour: we spot and praise children doing the right thing and reward their efforts. However, if a child is struggling to manage their own behaviour or continues not to follow our school rules, we will adopt the following 3-step approach.

1. **Warning** – Silent or verbal reminder to make the right choices.

2. **Thinking Space** – Child will be sent to ‘The Thinking Space’ in the classroom. ‘The Thinking Space’ is not a punishment but an allocated place in the classroom for quiet reflection (5 minutes with a timer). It will give the child time to reflect on their negative behaviour and think about how they are going to change it. After spending time in ‘The Thinking Space’, the child will return to their work and be given the opportunity to move on in a positive manner.

3. **Paired Class** – If after spending time in ‘The Thinking Space’, negative behaviour continues, the child will be sent to the paired class for the remainder of the lesson.

If a child is sent out of class, the class teacher will contact the parent at the end of the day via phone call or face to face on collection of their child.

When the child returns from their paired class, it will be made clear that the next session or day is a fresh start.

## **Playtimes and Lunchtimes**

Playtime and lunchtime incidents where our school rules are not followed will result in children being sent to the teacher who supervises playtime/lunchtime ‘Reflection Zone’. Children will spend time reflecting on their behaviour and will be asked to fill out a ‘Reflection Time’ form (see appendix 1). The role of the staff member on duty is to help the child to consider how they could have behaved differently and to ensure that they return to class ready to learn. If deemed appropriate, they may return to the playground.

## **Serious Incidents**

More serious incidents (eg racial, bullying, causing physical harm, extreme behaviour) that occur either inside or outside of the classroom will be recorded on an Incident Report Form (see appendix 2). The Headteacher or class teacher will notify parents about the incident via an immediate telephone call or face to face at the end of the day. The parent/teacher conversation will be recorded on the form by the member of staff and the form will be given to the Behaviour Lead who will record the incident on Arbor, file and monitor. The child will spend the following lunchtime in the ‘Reflection Zone.’

## **Internal Exclusions**

As a consequence for extremely challenging behaviour eg violent physical behaviour, intimidating behaviour, the Head Teacher may decide to use an internal exclusion. This is a period of time where a child is removed from their peers and educated separately and also does not mix with their peers socially on the playground at break/ lunch times. The internal exclusion may be for an hour, a morning, an afternoon or a school day. The child will work in a positive environment eg a room in school used for teaching and learning but not in their classroom. It is a way of the school saying ‘this behaviour is not acceptable and must not be repeated’. It is a clear message to the child and their parents/guardians. It is a way of avoiding a temporary fixed term exclusion and maintaining the child’s education at school. At all times during the internal exclusion, the child is supported by a member of staff who will assist the child with their work and ensure there are break times put in place for a healthy snack and some fresh air. The well-being of the child is a priority.

Parents will receive a phone call informing them of the internal exclusion or this will be done via a meeting with the Head Teacher or a senior member of staff. They will be told why it is happening, where it will happen and the duration of time of the internal exclusion. Internal exclusions will be recorded on the school’s behaviour records.

## **Exceptions and Exclusions**

Exclusion at Haydn is seen as a very last resort and is extremely rare. Only the headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

## **Supporting pupils with SEND**

The SEN Code of Practice states that special educational provision should be additional to, or different from, the educational provision made generally for children of their age. At Haydn, we understand that children may experience a wide range of social and emotional difficulties, or live with attention deficit needs or attachment needs. Children with speech, language and communication needs (SLCN) may also have difficulty in communicating with others. Any of these issues may affect a child's behaviour in school.

As a school, we ensure that provision and reasonable adjustments are made for pupils' who are living with a special educational need or disability. All Staff receive regular and ongoing CPD for example, emotional literacy training and emotional coaching so that they are equipped with the necessary tools and resources to support pupils with behavioural challenges.

## **Working with Parents and Carers**

We expect all parents and carers to support our behaviour policy and work in close partnership with staff to establish good pupil behaviour. We will provide regular feedback to parents and carers regarding behaviour and learning. This is done informally at the beginning and end of the school day and through formal discussions twice yearly. Staff are available by appointment throughout the school year to discuss pupils if parents/carers have any concerns.

## **The Role of the Headteacher**

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The headteacher keeps records of all reported serious incidents of misbehaviour. The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school

governors have been notified.

## **The Role of Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## **Review**

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## **Impact**

At Haydn, our expectations for behaviour are high. Our aim is for pupils to be confident, self-assured learners and their excellent attitudes to learning should have a strong, positive impact on their progress. They should be proud of their achievements and of their school. We expect our pupils to understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life. The impeccable conduct of our pupils reflects our school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. They should work in partnership with staff to prevent all forms of bullying, including online bullying and prejudice-based bullying. Staff and pupils should deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language through a structured approach.

The school's open culture actively promotes all aspects of pupils' welfare. Pupils should feel safe at all times and understand how to keep themselves and others safe in different situations and settings. They should trust leaders to take rapid and appropriate action to resolve any concerns they have.

Appendix 1

Reflection Form

Full name \_\_\_\_\_

Class \_\_\_\_\_

Sent in by \_\_\_\_\_

Date \_\_\_\_\_

Reason for reflection (to be filled in by the adult who has decided that reflection is required – please include the full name/s of other children involved)

Today I have missed playtime or lunchtime because I have broken one of the following school or playtime rules (please tick).

School Rules

1. Use kind and gentle hands.
2. Be respectful, remembering manners and kind words.
3. Listen attentively.
4. Be honest and helpful.
5. Look after our school environment.
6. Be calm and considerate in and around school.

Playtime Rules

1. Play together kindly and fairly.
2. Look after play equipment and school grounds.
3. Follow rotas and timetables fairly.
4. Stand still when you hear the first whistle. Walk back to your classroom when the second whistle blows.
5. Work together to have a happy playtime.

Write down or draw the reasons why you are missing your playtime or lunchtime today.

Staff member on Reflection Duty comment:

Parent spoken to by:

Date and time:

Brief summary of the conversation:

Signed \_\_\_\_\_

Appendix 2

Incident Report Form

Name \_\_\_\_\_ Class \_\_\_\_\_

Nature of incident (please tick):	Racial	Date and time of incident:	
	Extreme behaviour		
	Bullying (including cyber bullying)		
Name of other children involved:		Staff involved:	

Details of Incident

Where incident took place:	
Description of incident  (bullet point the main chronology of what happened):	
Child/ children spoken to (give details of conversation):	

Parent/s spoken to (give details of conversation):	
If applicable, what support was given to the victim/s (first aid, restorative discussion)	
Victim(s) parent/s spoken to (give details of the conversation):	

Any actions set:	

Form signed by (SLT member) and recorded on My Concern.

Signed \_\_\_\_\_ Date \_\_\_\_\_