



No. 8 Behaviour and Relationships Policy

Section 1. Rationale:

In order for Hayes School to be a happy and productive environment in which to learn, we have established this policy by which children are encouraged to take responsibility for their own actions and understand its impact on those around them. It follows our school motto of 'Be all you can be'. A respectful relationship between adults and children is imperative as a foundation to successful behaviour management.

The following policy directly relates to Keeping Children Safe In Education 2023 and [Ofsted's behaviour guidance in the School inspection Handbook](#). The policy works alongside our core values ensuring all stakeholders recognise and endeavour to support the following:

We are committed to creating and maintaining a happy but rigorous learning environment where everyone tries to "be all you can be" in everything they do.

Our School Values are:

- **Resilience:** everyone in the school is a learner and uses mistakes to improve and better themselves; we support each other to overcome obstacles and, when needed, we use humour to keep our spirits high.
- **Aspirations:** every member of the Hayes community knows that everyone has the potential to improve and better themselves irrespective of background; we are able to look beyond the obvious to strive for something more and utilise self awareness to seek the best path to take.
- **Responsibility:** we all recognise how we need to make positive contributions to the Hayes local, national and worldwide community; we increasingly take responsibility for our own choices and behaviours and strive to be role models for others to follow.
- **Friendship:** we all demonstrate respect and kindness to each other; we are accepting and supportive of people's different beliefs and cultures and develop our emotional intelligence in order to work effectively with everyone in the Hayes community.
- **Discovery:** we are keen to learn and explore; to discover and appreciate the differences in others and look for creative ways to solve problems in different contexts.
- **Success:** we know that there is never one version of success; we have high expectations of ourselves in our learning and outcomes and we take pride in everything we do.

This policy does not stand alone: to be effective it must be embedded into our classroom practice and other related policies. Therefore, teachers should also refer to:

- Anti-bullying Policy
- Attendance Policy
- Online Safety Policy
- Inclusion Statement
- Exclusion Policy

and will also refer to other materials where they have contributed to our shared understanding of good practice.

This policy was developed with input from our school staff, pupils, parents, governors and other stakeholders. Key documents that underpin the principles and aims in this policy include:

1. Keeping Children Safe in Education (2023)
2. The national minimum expectation of behaviour -aligned with the [Ofsted 'good' grade descriptor for assessing Behaviour and Attitudes.](#)
3. Unicef's Right of a Child (UNCRC)
4. DfE's '[Behaviour in Schools](#)' document
5. [Mental health and behaviour in schools guidance](#)
6. Prevent from Radicalisation

Class Charter

At the beginning of each year each class will create their own Class Charter.

This allows children to set expectations for themselves, they might include guidance around:

- forming relationships that are productive for learning;
- promoting learning behaviours that ensure children engage in learning
- ensuring everyone feels happy and safe in their classroom.

Class Charters must be phrased positively (eg 'Raise your hand to share an idea' rather than 'Don't call out'). Equally, rules should not be made about 'a given', for example 'We don't climb on tables'. The charter should reflect the needs of the specific cohort to ensure that positive behaviours are promoted and adhered to. This must be displayed clearly, in a dedicated space, in each room so all adults and children alike, know what the expectations are within the room.

Rewards

At Hayes we recognise that positive behaviour management is the most effective way to build the self-esteem of all children. We promote and celebrate good choices. We actively celebrate excellence in regards to standards of behaviour through praise. Expected behaviours are acknowledged but not rewarded for most children within the classroom. Positive communication with parents and carers and positive encouragement directly with individual children all help a child know how their good choices impact their own learning and that of others. Our praise is deliberately related to the six school values. The types of reward and examples are included in appendix 1. Phase leads will ensure that their teams have a shared approach to rewards and consistency within the phase.

Sanctions:

Although we aim to support children with improving their behaviour and making good choices through positive strategies, children need to also understand that there are consequences for making poor choices.

Low level disturbance

Examples: talking at the wrong times, being off task and using unkind words.

Pupils will require the following sanctions:

Key Stage 2

First incident: Verbal or non-verbal warning

Second incident: An 'initial' warning - a child's initials are recorded in a method agreed by the phase and SLT.

Third incident: A second recorded warning given resulting in 5-15 minutes time out (depending on age) in parallel class or complimentary class or a 'change of face' strategy to support children to regulate. Behaviour and actions recorded onto CPOMs by the first person involved in the incident; parents informed.

Further incidents: Time in the reflection room during break or lunchtime to reflect on the impact of their actions on others. Behaviour and actions recorded onto CPOMs by the first person involved in the incident; parents informed.

Early Years Foundation Stage and KS1

First incident: Verbal or non-verbal warning

Second incident: An 'initial' warning - a child's initials are recorded in a method agreed by the phase and SLT or a name is moved down a chart in EYFS.

Third incident: Time Out Spot / Timer - Behaviour and actions recorded onto CPOMs by the first person involved in the incident; parents informed.

Fourth incident: Teacher to inform parent and Phase Lead - Behaviour and actions recorded onto CPOMs by the first person involved in the incident; parents informed

Further incidents: Phase Lead and teacher to meet with parent.

Adults should take care with the language that is used to discuss poor choices. The language needs to refer to the behaviour, not the child. When poor behaviour choices become regular or extreme, a behaviour support plan will be constructed which is bespoke to the child.

Following any time out, a discussion will be had about the behaviour, the impact the behaviour had on their own and other's learning and what they will do differently in future.

When children are moving between teachers, e.g to a sports or music specialist, it is the class teacher's responsibility to ensure that the next teacher knows of any behaviour support plans and any specific behaviour issues that are affecting a child on that day. **The next teacher will be made aware of any warnings given earlier in the day. Any behavioural difficulties when working with the alternative teacher will be reported back to the class teacher.** Each teacher desk will have a "behaviour chart" on the desk which identifies any children who have received warnings, time out and additional notes.

Whilst we actively work to eliminate any further disruptive behaviour, we also recognise that sometimes children can make poor choices that have a negative impact on their own and other pupil's learning therefore the following sanctions are in place for more 'extreme' behaviours.

Day in the life plan:

For all children who require additional support or alternative routine, a day in the life plan must be created, regularly updated and available in the SEND folder on a teacher's desk for any teachers covering.

More extreme behaviours

Description of behaviour	Actions

<ul style="list-style-type: none"> • Using insulting / inappropriate language to adults / pupils. • Throwing objects that may cause injury or damage to property. • Obscene language / gestures including homophobic or racial language. Use of threatening language. 	<ul style="list-style-type: none"> • The child will immediately complete a timeout outside of the classroom for an extended period of time or until the child has regulated, either in a different class or a safe, supervised space. • Work will be sent with them, where appropriate. • The child will complete an appropriate reflection sheet or have a discussion with an adult to reflect on the behaviour, the sanction and how the behaviour needs to change. • The behaviour and actions taken will be recorded on CPOMs and parents will be informed by the class teacher either at the end of the school day in person or by phone. • If behaviours persist, a member of SLT will speak to the child. • Where children have capacity to understand the severity and impact of discriminatory language a suspension may be issued by the HT. HT to liaise with staff and parents to ensure a real understanding of the severity of the offence is clear.
<ul style="list-style-type: none"> • Use of force and explicit threats, including bullying. • Premeditated physical assault. 	<ul style="list-style-type: none"> • The child will be excluded from the classroom for the rest of the day, either in a different class or a safe, supervised space. • They will forfeit any break/playtimes for the rest of that day. • Work will be set, where appropriate. A reflection sheet will be completed before the end of the day or a discussion with a member of staff & the child will discuss this with a member of SLT who will decide if further sanctions are needed. The behaviour & actions taken will be recorded on CPOMs & parents will be informed & invited for a meeting with the teacher/ SLT. • When appropriate, children are expected to reflect on the behaviour and be given a chance to restore the relationship with their peers. NB: Sensitivity towards the needs of each child involved in any incident is paramount. Revisiting the incident may lead to further upset. • <i>Positive physical handling may be used if a pupil is deemed to be putting themselves or others at risk. This will be recorded on CPOMs & a report, marked under the Positive Physical Handling Record.</i> • Where more severe sanctions are warranted a child will receive an internal exclusion for ½, 1, 2 or 3 days. This means learning in isolation from other children, under the supervision of a designated adult. • In some cases external exclusion may be implemented. See section 2.

All extreme behaviour incidents and repeated low level incidents will be logged on CPOMs and the pastoral/behaviour team alerted. It is the role of the team to collate all incidents. These will be analysed and a detailed report of actions taken and impact of support will be submitted to SLT and Governors each term. Verbal warnings do not need to be added to CPOMs, although repetitive behaviours need monitoring by the class teacher.

There will be a range of activities and staff in place to promote positive lunch and break times. Equipment is provided whilst play leaders actively engage with children in order that low level poor behaviour is avoided. The sports coaches will support lunchtime activities when possible.

School will provide a range of pupil support interventions / activities. These include, but are not limited to, small group SEAL, 1-1 Elsa, managed lunchtimes, individual behaviour support plans, personalised reward charts, mentors and whole class PSCHÉ.

Staff training on behaviour management, and support to build on and improve good practice, will be provided through a range of courses, INSET and individual support from the pastoral/behaviour team HT and DHT regarding relationships building, CPOMs language, Complex needs etc.

School will liaise closely with a range of outside agencies including Educational Psychologists, Chestnut Outreach Support, Play Torbay, Communication team and Social care to ensure pupils receive the best support available.

Parents/carers will be an integral part of any processes, programmes or decisions that relate to their child.

Section 2 (relating to Suspensions /exclusions).

Where behaviour is deemed as extreme and the safety of the child or others at school is at risk of being compromised or the child (with capacity) uses discriminatory language.

This section will provide guidance in conjunction with the school's Exclusions Policy.

This section is to be used only when the behaviour of a child is so outside the norm of what is expected in the school. It is used for behaviour, which is beyond section 1 of *the Behaviour Policy*. It is NOT to replace the section 1 of this policy as a daily working document.

A group of parents, governors and children have contributed their views and the following will be established.

We will do everything possible to avoid the need for exclusion by:

- Carrying out early intervention strategies, especially in the case of a pupil with SEN to ascertain that the pupil is receiving appropriate provision and support.
- We will consider the use of multi-agency assessment of pupils who demonstrate persistent disruptive behaviour.
- We will check whether there are mental health or family problems.
- We may request an early review of a pupil's Education, Health and Care (EHC) plan - or we may ask for an interim/emergency review.

There are many categories, which can lead to a child being excluded, (see Exclusion policy) and these exclusions include both fixed term and permanent.

As a school we will be enforcing the following guidelines:

- If a child behaves in such a way that is so outside the realms of 'normal' behaviour eg excessively disruptive, rude or aggressive (putting their own or others safety at risk), they will be issued with a formal verbal warning. Parents will be contacted by a member of SLT. The incident will be recorded and cannot be removed during the child's time in this school.
- If a second offence occurs the parents will be called to a meeting to discuss ways forward in order to support the child. The parent carers will be invited to liaise with the school on a more frequent basis. If further measures implemented by the school and home are not

successful it will be explained at the second meeting that the next offence will involve a temporary (fixed term) exclusion of no more than 5 days.

- If all additional measures in place have failed to improve behaviour, a fixed term exclusion is the next step. The following guidance will be followed in accordance with the DfE guide *'Exclusion from maintained schools, Academies and pupil referral units in England'*:
 - The exclusion will be no more than five days
 - The exclusion will be authorised by the Headteacher (or Lead teacher in school in his absence)
 - A letter will be sent home explaining the reason for the offence, duration of the exclusion and details of a reintegration meeting
 - Work will be provided for the child during this period
 - The local authority will be informed in writing
 - School governors will be informed

NB: A full record of any warnings or exclusions will be kept on CPOMs.

Permanent Exclusion

Permanent exclusion is always the last resort. However, if the measures above have no impact on the behaviour of the child, the school reserves the right to permanently exclude any child in order to guarantee the safety of others within the school, in accordance with *'Exclusion from maintained schools, Academies and pupil referral units in England'* pg 6 section: 15 **Statutory guidance on factors that a head teacher and governors should take into account before taking the decision to exclude**

15. A decision to exclude a pupil permanently should only be taken: in response to a serious breach, or persistent breaches, of the school's behaviour policy; and **where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.**

You can find the statutory guidance on exclusions at:

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf
- Further information is available in Torbay Council's booklet TIPS 3, Exclusions from School, available from the school office, online at www.torbay.gov.uk or from Admissions and Student Services tel: 01803 208245.
- The Department for Education statutory exclusions guidance www.gov.uk/government/publications/school-exclusion
- Or our Exclusion Policy (available upon request).

APPENDIX 1: Examples of rewards for behaviour, including learning behaviours

Children are rewarded in a variety of ways. The rewards are consistent within each phase.

UKS2	<ul style="list-style-type: none"> • Dojo points related to school values • DJ points build up to 250 points for a 10 minute extra break and then reset. • 1500 dojo points per half term for a 30 minute treat • Weekly BAYCB certificate x1 per class • Weekly hot chocolate with Mr Hanbury
LKS2	<ul style="list-style-type: none"> • Dojo points related to school values • DJ points build up to 250 points for a 10 minute extra break and then reset. • 1500 dojo points per half term for a 30 minute treat • Weekly BAYCB certificate x1 per class • Weekly hot chocolate with Mr Hanbury
KS1	<ul style="list-style-type: none"> • Dojos as a positive reward for behaviour, learning etc • DJ points build up to 250 points for a 10 minute extra break and then reset. • 50 Dojos for an individual reward • 1500 dojo points per half term for a 30 minute treat • Weekly BAYCB certificates • Weekly hot chocolate with Mr Hanbury
EYFS	<ul style="list-style-type: none"> • The children collect dinosaurs in response to their behaviour to learn linked to the characteristics of effective teaching & learning (COETL). Once they have collected 10 dinosaurs they sit at the top table during lunchtime/have something from the prize team. • Marble jar and whole class reward. • Each week a BAYCB and bucket filler certificate is given out to each class. • Each week one child from each year group is chosen for a golden phone call or postcard from the headteacher.

Hayes Value	Our values form the basis for rewards for outstanding behaviour. (Expected behaviours are not rewarded)
Responsibility	Self assessment (ELF yourself) to correct their own errors; managing and improving their own behaviours in learning; taking pride in the environment without being asked, e.g litter picking, picking up a coat; managing own reading diaries.
Success	Consistently improving outcomes; completing a challenge suited to the child's ability; pushing beyond their normal learning; growth mindset.
Aspirations	Setting a goal and pushing to meet it; thinking outside of the box; deepening their understanding of a future goal.

Resilience	Asking questions to better understand their learning, supporting others or their team to be resilient with different learning opportunities, keeping going with determination.
Discovery	Taking bigger risks in their learning to discover and find out more; independent home learning - above and beyond.
Friendship	Offering friendship to those who are left out of alone; working well in a team or group.

Updated October 2023

Reviewed by the School Council, parents, teachers, SLT and Governors in line with the schools Exclusion policy and DFE guidance.

<https://broughtonprimary.files.wordpress.com/2018/11/behaviour-flowchart-broughton.pdf>