

HAYES MEADOW PRIMARY SCHOOL

Be the Best We Can Be



Behaviour for Learning Policy

Policy adopted on	01.09.2026
Review Date	01.09.2027

Headteacher	Sarah Sivieri
Chair of Governors	Marie Brown

To be read in conjunction with:

Behaviour in Schools – DFE September 2024

Safeguarding Policy

Child on Child Abuse Policy

Physical Intervention Policy

Hayes Meadow Learning Behaviours Progression

HAYES MEADOW PRIMARY SCHOOL

Behaviour for Learning Policy

Policy statement

Hayes Meadow Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We are committed to creating this environment by having high expectations of personal conduct, both from the adults and the children. We achieve this by having three simple rules, clear and consistent steps for managing behaviour and consistent and fair consequences.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Hayes Meadow Primary School has three simple rules:

- Be ready
- Be respectful
- Be safe

These rules echo our core values of *honesty, curiosity, friendship and aspiration*.

Our Five Pillars of Pivotal Practice are based on 'When the adults change, everything changes' by Paul Dix:

- Calm, consistent adult behaviour
- Build self-esteem
- Core expectations
- Certainty in routines
- Build relationships and resilience

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Senior leaders will:

- Welcome families at the start of each day.
- Be a visible presence around the site and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes 'over and above' expectations.
- Regularly share good practice.
- Use behaviour data to target and assess school wide behaviour policy and practice
- Support teachers in managing learners with more complex behaviours.

Staff will:

- Take time to welcome children at the start of the day.
- Know their classes well and develop positive relationships with all children.
- Model positive behaviours and build relationships.
- Give first attention to best conduct.
- Use reminders and consequences as needed to assure children are 'Ready, Respectful and Safe'.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Be calm and give 'take up time' when going through the steps.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are making the wrong choice.

Parents will:

- Work in partnership with the school to ensure consistent messages are given.
- Inform the school of any issues at home that might affect a child's learning or behaviour.
- Model our behaviour rules of 'Ready, Respectful and Safe'.

Positive Strategies

These positive strategies will be used consistently by all adults in the school. They are designed to ensure that 'first attention goes to best conduct' and to create clear, simple routines and expectations that make the children feel like valued members of our learning community and are motivated to reach their personal best.

Meet and greet

Teachers/ TAs will create a welcoming environment by greeting the children every morning through a formal meet and greet at the classroom door. This can be a simple 'good morning (name)' to provide a consistent check in and enthusiastic welcome to every child.

Catch children doing the right thing

Adults will give first attention to best conduct. They will praise children publicly or give them a quiet word of personal praise.

Class Points

If the whole class are noticed for being 'Ready, Respectful and Safe' as a team, they will be awarded a 'class' point by a member of staff who is not working with that class at that time. When the class has collected 15 points, they are rewarded with a simple reward of their choice.

Team Points

Individual 'team points' are rewarded to children for excellent work and behaviour. They are calculated each Friday and the winning team announced in assembly.

Lunch Time

Pupils are split across two playgrounds during lunchtime. Dinner staff lead and manage daily activities along with play leaders who set up games and activities for other pupils. There is a wide range of playground equipment available for both KS1 and KS2 pupils.

Celebration Assembly

On a Friday, one child is selected by their class teacher for being 'star of the week' and will receive a certificate. In addition, the Headteacher will also choose a child from each class to receive a Headteacher's award.

Praise postcards

Pupils displaying positive behaviours will be sent a praise postcard weekly through the post to inform parents/ carers of their positive behaviour.

Above and Beyond

Names will be written on a board for pupils going 'above and beyond' the expectations in the classroom. Teachers and TAs will monitor the names on the boards each week and the child who stands out as working 'over and above' the most will receive a certificate in class and be invited to have hot chocolate with the Headteacher on a Friday afternoon.

Headteacher's stickers

Teachers will send children to the Headteacher after demonstrating excellent effort in their work.

Awards for Excellence

Each half term, the Hayes Meadow Ambassadors choose children to receive an £5 voucher award in one of the following categories:

1. Outstanding manners and attitudes
2. Demonstrating kindness
3. Demonstrating positive playground behaviours

Behaviour steps/ procedures

These steps should be followed consistently and fairly and will usually be followed in the order set out below. There may be occasions, however, where the teacher moves straight to the caution or consequence, depending on the severity of the behaviour.

Step 1 – Redirection/ de-escalation	A gentle reminder, a 'nudge' in the right direction, small act of kindness. Whole class reminder. 'Catch' them making the right choice as soon as you can. Praise, praise, praise.
Step 2 - the reminder	A reminder of the expectations of learners to be 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. <i>'Name' remember our school rule is... When you.... That's not..... I need you to.... Thanks.</i> Walk away and give 'take up' time. E.g <i>'Name,' remember our school rule is to be respectful. When you tap your pencil while I am talking, that's not respectful. I need you to put the pencil down, thanks'.</i> Walk away to give 'take up' time. Repeat the reminder if reasonable adjustments are needed. 'Catch' them making the right choice as soon as you can. Praise, praise, praise.
Step 3 - the caution	A clear verbal caution is delivered privately to the learner, making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their previous good conduct to prove they can make good choices.

	This is done with a gentle approach, personal, non-threatening, side on, at eye level. Scripted 30 second intervention: • <i>'name I have noticed that you are still...</i> • <i>At Hayes Meadow, we are always ... (refer to one of the 3 school rules – ready, respectful and safe)</i> • <i>Because of that, you need to...</i> • <i>If you continue to The consequence will be...</i> • <i>Do you remember yesterday/last week when you... (refer to previous positive behaviour)?</i> • <i>That is who I need to see today.</i> • <i>Thank you for listening... then give the child some 'take up' time.</i> E.g <i>'Name' I have noticed that you are still calling out while I am speaking. At Hayes we are always respectful. Because of that I need to stop calling out. If you continue to call out, you will have to give back 3/5/10 minutes at playtime. Do you remember in maths when you put your hand up to ask a question? That's who I need to see today. Thanks for listening. Walk away and give 'take up' time.</i> The amount of 'give back' time is at the adult's discretion. Giving back time may increase in small increments if reasonable adjustments are needed.
Step 4 - consequence	If the child continues to make the wrong choice, privately tell them what the consequence will be. <i>'Name', you have continued to Now you will have to</i> ...Give back time via the behaviour log and meet with either NM or PG at the next breaktime.
Step 5 - Time out	If the child continues to make the wrong choice after you have given the consequence, time out of class can be given. This can be in a parallel classroom, with a TA or with SLT. This message will be delivered privately to the child, with a gentle approach, in a personal, non-threatening way, side on and at eye level. The behaviour will be logged. If the step above is unsuccessful, or if a learner refuses to go take a time out then the child will be asked to leave the room. If appropriate, a member of SLT will escort the learner to a workspace outside the teaching room.
Step 6 - repair/restorative conversation	Following the consequence or time out, a restorative conversation must happen with the adult who gave the consequence. This will be done at a time when the child is able to engage in the conversation and not if they are angry, upset or heightened. Choose 2-5 of the following questions, depending on the incident and the age of the child. 1. What happened? <i>Listen carefully and dispassionately, without interrupting or disagreeing. Then give your account from your perspective, without judgement.</i> 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who else has been affected? <i>They may think just them, here you can say 'What about ??? who was ...' You are teaching them to use their conscience. You might end with 'That's quite a lot of people who have been affected, isn't it.'</i> 6. How have they been affected? 7. What should we do to put things right? <i>This doesn't have to be an apology, especially if it isn't going to be sincere.</i> 8. How can you do things differently in the future?

	A member of SLT may be called if needed. If possible, the teacher should discreetly send a message or discreetly send a child to SLT. A member of SLT may be called if: • The learner refuses to engage with the above process. • The behaviour is a serious breach of the school rules or values e.g. violence/dangerous behaviour/discriminatory language or behaviour. Once the child is ready to discuss the incident, it is vital that the member of staff who first dealt with the incident carries out the restorative conversation.
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Consequences

We aim to be positive in our behaviour management, praising good behaviour and encouraging children to behave sensibly. At times a pupil's behaviour may fall short of the Hayes Meadow Primary School's expectations, and it needs to be corrected swiftly. A simple reminder and expression of disapproval is often adequate in correcting a child's behaviour. At other times, a sanction may be necessary to encourage pupils to recognise that their behaviour has consequences.

The use of consequences should be characterised by certain features:

- A consequence involves the adult and pupil involved; staff should avoid bringing public attention to a reprimand or sanction
- It should be the behaviour rather than the person that is sanctioned.
- It must be clear why the consequence is being applied.
- It must be made clear what changes in behaviour are required to avoid future consequences.
- Group consequences are avoided
- There should be a clear distinction between minor and serious breaches of discipline
- Children are given the opportunity to reflect on their behaviour through a restorative conversation.

It is important that warnings and consequences are administered fairly and consistently. The behaviour chart below highlights which behaviours are considered minor, concerning and serious breaches of discipline, and the consequences of each. It is implemented consistently by all staff members.

Give back time This can happen at play or lunch time. The amount of time given back is at the adult's discretion and will depend on how serious the behaviour is. This will usually happen in class with the teacher, but can happen with the AHTs. This time can be used to complete missed learning, tidy up any mess they have made, etc. If children 'give back' time 3 or more times in one week, parents will be called. The behaviour must be logged.	Minor breaches of discipline include, but are not limited to: • Shouting out (disrespectful and unsafe) • Not listening (not ready and disrespectful) • Not following routines (unsafe and not ready) • Not carrying out the work during the lesson (not ready) • Attempts to distract others (not ready and disrespectful) • Being noisy in the corridor (not ready and disrespectful) • Talking during lessons (not ready and disrespectful) • Talking at the end of play and lunch or during assembly (unsafe, disrespectful, not ready) • Not following instructions first time (unsafe)
Time out A short time away from the classroom with another class, TA, SLT.	Concerning breaches of discipline include, but are not limited to: • Not following instructions first time (unsafe)

Parents must be informed. The behaviour must be logged.	• Turning away when being spoken to (disrespectful and unsafe) • Use of bad language (disrespectful) • Gossip about peers/adults (disrespectful) • Provoking peers (disrespectful) • Sneering, staring when being spoken to (disrespectful) • Answering adults back (disrespectful and unsafe) • Ill treatment of equipment (disrespectful and unsafe)
Internal Exclusion This can be half a day or a full day and will be decided in consultation with the Headteacher. Parents must be informed.	Serious breaches of discipline include, but are not limited to: • Persistent refusal to follow instructions to correct behaviour (unsafe) • Persistent defiance and answering back (unsafe) • Verbal abuse or physical assault resulting in a mark. (punching, slapping, hitting, biting, kicking) (disrespectful and unsafe) • Threatening or aggressive behaviour (including spitting and shouting) (disrespectful and unsafe) • Bullying, verbal/physical or cyber-bullying (disrespectful) • Theft (disrespectful) • Deliberate vandalism to school property (disrespectful and unsafe) • Possession of prohibited substances on site (including dangerous weapons) • Discrimination including racist, sexist, homophobic or transphobic abuse (disrespectful) • Leaving the building without permission (unsafe) • Sexual abuse or assault (disrespectful, unsafe)
Fixed Term Exclusion A suspension will be for the shortest time necessary will usually be imposed when the school has offered and implemented a range of support and management strategies. However, there will be exceptional circumstances where it is appropriate to suspend for a first or 'one off' offence. Parents must be informed.	
Permanent Exclusion A decision to permanently exclude is a serious one and will usually be the final step if the school has tried a range of consequences and other strategies to improve behaviour that is consistently falling below what is expected. However, there will be exceptional circumstances where it is appropriate to exclude for a first or 'one off' offence. Parents must be informed.	

Support for Individual Children

We understand that behaviour is a form of communication. Some children need additional support in order to meet the school's expectations. This support will be through well planned and targeted intervention. This could be individual or in small groups. Staff will choose the best programme of support in discussion with the SENDCo and pastoral lead. Clear targets and strategies will be set and parents will be informed.

Tier 1 support is for children who have frequent, but low-level incidences. A support plan will be written with a specific target and the support we will put in place for the child in order to achieve the target.

Tier 2 support is for children showing more extreme behaviours. A more detailed support plan and risk assessment will be completed.

Arrangements and procedures to combat bullying, prejudice-based and discriminatory bullying.

At Hayes Meadow, every pupil has the right to a happy and safe school life so that they can progress successfully in their learning and social development. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with this policy.

Definition

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

The main types of bullying are:

- Emotional: being unfriendly, excluding, tormenting (eg. hiding books, damaging property, threatening gestures)
- Homophobic: focused on sexuality/ use of homophobic language
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti, gestures
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber: use of email and/ or internet chat rooms. This form of bullying may also occur in the form of text messages and/ or mobile phone calls/ videos posted on social media sites, YouTube etc.

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves (remember STOP – it happens Several Times on Purpose). Bullying is mean and results in worry, fear, pain and distress to the victims.

What bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name-calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP). Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns. We all have to learn how to deal with these situations and develop social skills to repair relationships.

The role of the Headteacher

- It is the responsibility of the Headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher and support staff

- Teachers attempt to support all children in their class and try and establish a climate of trust and respect for all by praising, rewarding and celebrating the success of all children we aim to prevent the incidents of bullying. All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

- If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents.
- When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve discussion and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. Possible underlying reasons for bullying will also be investigated as this can reflect difficulties that the child may have regarding their well-being out of school. If a child is repeatedly involved in bullying, we inform the Headteacher and the special needs coordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Headteacher may contact external support agencies.
- All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management. Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc, within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time, PSHE sessions, visitors from minority groups and specialised companies, Value days and weekly Celebration Assembly are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The role of parents

- Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed on the school website.
- Parents have a responsibility to support the school's anti-bullying 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 bullied, and if the bullying continues, they must keep on letting people know.
- Pupils are invited to tell us their views about a range of school issues, including bullying, in pupil questionnaires and interviews.

Detecting Bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Change to established habits (e.g. giving up afterschool clubs)
- Diminished levels of self confidence
- Frequent visits to the office with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Poor attendance and issues with punctuality
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares

Although there may be other causes for some of the above signals, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

Procedures

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately.
- A clear account of the incident will be recorded and given to the Headteacher.
- The Headteacher will interview all concerned and will record the incident.

- The class teachers will be kept informed and if it persists the class teacher will advise other staff.
- Parents of all those involved in such incidents will be kept informed.
- Disciplinary measures will be used as appropriate and in consultation with all parties concerned.

Pupils who have been bullied will be supported by:

- Offering immediate opportunity to discuss the experience with a member of staff of their choice.
- Reassuring the pupil, offering continuous support.
- Restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- Discussing what happened.
- Discovering why the pupil became involved.
- Establishing the wrong- doing and need to change.
- Informing parents/ carers to change the attitude of the pupil.

The following disciplinary steps can be taken:

- Official warning to cease offending
- Fixed term exclusion
- Permanent exclusion

Searching, Screening and Confiscation

Hayes Meadow Primary school refer to the Trust Statutory policy re Prohibited items and searches. Although extremely rare, searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Any such searches will be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

The Head Teacher, Mrs S Sivieri has authorised the following staff members within Hayes Meadow Primary School the statutory power to search a pupil or their possessions when they have reasonable grounds to suspect

- They may have a prohibited item (see prohibited items list)
- They may have any other items that the school identify as an item which may be searched for

The authorised staff members are:

- Mrs Sarah Sivieri
- Mrs Philippa Gilbert
- Mrs Nicola Morgan

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette packets, vape paraphernalia
- Fireworks
- Pornographic Images
- Any article that the member of staff reasonably suspects has been, or is likely to be used
 - To commit an offence, or
 - To cause personal injury to, or damage to property of; any person (including the pupil)

The Designated Safeguarding Lead (DSL) or Deputy (DDSL) will be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed. The staff member will involve the DSL or DDSL without delay if they believe that a search has revealed a safeguarding risk.

The staff member conducting the search will follow the school's statutory policy procedure regarding consent, the search and confiscation of articles. An appropriate location for the search will be found, and where possible will be away from other pupils.

The law states that the member of staff conducting the search must be of the same sex as the pupil being searched. There will be another member of staff present as a witness to the search. The exception to this is that a staff member can search a pupil of the opposite sex and/or without a witness present only:-

- If the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to the person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practical for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practical for the search to be carried out in the presence of another member of staff.

Any search conducted without a witness will be immediately reported to another member of staff and a record of the search will be kept. All searches will be recorded within our internal safeguarding system.

Parents will always be informed of any search as soon as is practical, and the outcome. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Any complaints about searching and confiscation should be dealt with through the normal school complaints procedure.

Behaviour Outside of School Premises

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the head of school may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors representing Hayes Meadow Primary. We expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected

- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.