



Haggonfields
Primary School



DIOCESE OF SOUTHWELL
& NOTTINGHAM
MULTI ACADEMY TRUST

Relationships & Behaviour Policy

Policy Lead:

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1. Aims and Principles

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Our school aims to create a calm, safe and inclusive environment where every child:

- Feels valued, respected and supported
- Can learn effectively without disruption
- Develops positive behaviour, responsibility and independence

We believe:

- Behaviour is a form of communication and must be understood in context
- Positive relationships are central to good behaviour and learning
- A consistent, fair and relational approach supports all pupils, including those with additional needs

2. Core Behaviour Expectations

The school has three strands of relationships and behaviour that promote positive behaviour. The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. There are three strands of relationships and behaviour at Haggonfields these are to:

- **Be ready to learn**
- **Be respectful**
- **Be responsible**

The school promotes core values of **KINDNESS -TRUST -UNDERSTANDING-FRIENDSHIP**

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way, but we understand that all children are unique where necessary, flexibility will be considered to best meet their needs.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good relationships and behaviour, rather than merely deter anti-social behaviour.

3.0 Promoting Positive Behaviour

We actively teach, model and reinforce positive behaviour through:

- Clear routines and expectations
- High-quality teaching and engaging lessons
- Positive relationships between staff and pupils
- Recognition and praise

Rewards and Recognition

Positive behaviour is encouraged through:

- Verbal praise and recognition
- Certificates and celebration assemblies
- Reward systems (e.g. points, tickets, class rewards)
- Recognition of effort, resilience and achievement

We prioritise intrinsic motivation, helping pupils develop self-discipline rather than relying solely on rewards

4.0 Behaviour Support and Relationships

Our approach is relational and responsive:

- Staff remain calm, consistent and respectful
- Pupils are supported to regulate emotions before reasoning
- Staff build understanding of individual needs and experiences
- Time is given for reflection, repair and restoration

We recognise:

- Some behaviours are linked to social, emotional or developmental needs
- Adjustments may be required to ensure fairness and success

Consistent Behaviour System – 1, 2, 3 Magic

At Haggonfields, we believe in catching children making the right choices and recognising this with verbal praise. Sometimes there are incidences of challenging or unwanted behaviour. We follow the principles of 1,2, 3 Magic and use the same 'language' in all classes. This system is offered to families in the community so is familiar to some pupils.

We use a consistent, low-emotion approach to manage behaviour.

Step-by-Step Approach

1 – Reminder

- Clear, calm instruction linked to expectations
- Example: “Remember to be respectful. That’s a 1.”

2 – Warning

- Repetition of expectation and offer of support
- Example: “That’s a 2. Do you need help to make the right choice?”

3 – Consequence

- Thinking time or appropriate sanction
- Example: “That’s a 3. You now have thinking time.”

Younger children in Reception, and Year 1 will need to have their thinking time straight away completing any task straight away that they missed as a consequence. If the next break time would be on the following day for older children, they will have their thinking time during the session so that they are allowed to start every day afresh.

Key Features

- Calm, consistent adult responses
- Opportunities to correct behaviour
- No raised voices or emotional escalation
- Fresh start after consequences

Immediate Consequences

Some behaviours skip steps and result in immediate consequences, including:

- Physical harm to others
- Serious disrespect or unsafe actions

Sanctions and Consequences

Sanctions are fair, proportionate and focused on learning from behaviour.

Examples include:

- Thinking time (reflection)
- Loss of privilege
- Completing missed work
- Restorative conversations or repair
- Removal from classroom for safety
- Parent/carer contact
- Referral to senior leaders

Persistent or serious behaviour may lead to:

- After school thinking time (time dependent on age and incident)
- Behaviour support plans
- External support
- Suspension or permanent exclusion

5.0 Roles and Responsibilities

All Staff

- Model positive behaviour
- Apply policy consistently
- Build strong relationships
- Support emotional regulation

Headteacher

- Ensure consistent implementation of the policy
- Maintain records of serious incidents
- Make decisions regarding suspensions and exclusions
- Ensure the safety and welfare of all pupils

Parents/Carers

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school's expectations in the school behaviour strategy, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head of school followed by school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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 relationship and behaviour 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.

6.0 Suspensions and Permanent Exclusions (DfE-Aligned Guidance)

We strongly believe that a robust home-school working relationship is crucial in supporting children at Haggonfields, and we ask parents to engage with us.

The safety of children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. If a child threatens, hurts or bullies another pupil, the class teacher records the incident (CPOMS), and seeks support for the child. Physical violence directed towards any member of staff in school will not be tolerated. If it is believed that the acts are deliberate or intentional, the consequence will be a suspension

Principles for the Headteacher

Suspension and permanent exclusion must be:

- Lawful, reasonable and fair
- Used as a last resort
- Proportionate to the behaviour
- Considerate of individual needs and circumstances

Headteachers must:

- Inform parents immediately, giving clear reasons
- Notify governors and the local authority when required
- Allow parents the right to challenge decisions A pupil may be suspended for a fixed period (up to 45 school days in one academic year) or permanently excluded

When Suspension May Be Warranted

Suspension may be appropriate where:

- There has been **serious physical aggression** towards pupils or staff
- A pupil **poses a significant risk to safety**
- There is **persistent disruptive behaviour** despite support
- A pupil has **refused to follow essential safety instructions**
- There is **verbal abuse, bullying or harassment** causing harm
- A pupil brings prohibited items to school (e.g. weapons, drugs)
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Example:

- A pupil repeatedly hits others despite intervention and support
- A serious incident where a pupil deliberately injures another child

When Permanent Exclusion May Be Warranted

Permanent exclusion may be necessary where:

- There is a **serious breach of the behaviour policy**, and
- Allowing the pupil to remain would **seriously harm the education or safety of others**

Examples include:

- Serious or repeated **violence or assault**
- **Persistent bullying** or abuse with significant impact
- **Possession or use of prohibited dangerous items**
- **Repeated suspensions** with no improvement
- Behaviour indicating the school **cannot safely meet the pupil's needs**

Preventative and Early Intervention Strategies

Before suspension or exclusion, schools will:

- Use adaptive teaching and behavioural strategies
- Implement behaviour support plans
- Work with parents and external agencies
- Identify triggers and patterns

Provide pastoral or nurture support

7.0 Safeguarding and Safety

- The safety of all pupils is paramount
- Staff may use reasonable force only to prevent harm
- All incidents are recorded and monitored
- Support is provided to all pupils involved

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

8.0 Monitoring and Review

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents on CPOMS. The Headteacher records those incidents where a child is sent to them on account of inappropriate behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident on CPOMS as well as informing the class teacher as soon as possible.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

This policy will be reviewed every two years by the Headteacher.

This policy is linked to our:

- Relationships and Behaviour Strategy
- RSHE Policy
- Child-on-Child Abuse Policy
- E-Safeguarding Policy
- British Values Statement