

# Downholland Haksayne C.E.

## Primary School

### Behaviour for Learning Policy

Approved by: David Swindells (Headteacher)

Wendy Kelly (Chair of Governor)

Date: December 25

Review: December 28

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This policy has been written to comply with section 89 of the Education and Inspections Act 2006 -

[<http://www.legislation.gov.uk/ukpga/2006/40/section/89>](<http://www.legislation.gov.uk/ukpga/2006/40/section/89>)

This policy should be read in conjunction with the following:

- Health and Safety Policy
- Safeguarding/Child Protection Policy
- E Safety Policy
- Acceptable Use Policy
- Single Equalities Policy
- Teaching and Learning Policy
- Anti-Bullying Policy
- Home-School Agreement
- Special Educational Needs Policy
- Relevant statutory legislation on the use of restraint and confiscating items of property.

## **Our Aim**

We aim to provide the optimum conditions for successful teaching and learning by creating a positive climate and culture, benefiting all staff and students. We ensure that the school's high expectations of behaviour are clear and consistent, and that all members of staff promote and adhere to this policy. Our positive behaviour approach encourages children to develop positive relationships based on Christian values and fundamental British values. Our high expectations enable us to create a calm and purposeful learning environment. We reward the children who do the right thing and encourage independence and self-discipline. Our consistent routines aim to raise the standards of behaviour in school. We have three simple rules:

1. **Safety first**- We look after ourselves, others and our environment so that everyone feels secure and protected.
2. Show kindness and **respect**- We come prepared, focused and willing to try our best in every lesson.
3. Be **ready** to learn- We treat others the way we would like to be treated, with care, fairness and understanding.

## **How Will Staff Behave?**

All staff at Downholland Haskayne CE Primary School will behave consistently, positively, and proactively. They will:

- Refer to 'ready, respect and safe' every day.
- Model expectations by always meeting and greeting the children at the beginning of the school day.
- Never ignore poor choices—record (on CPOMS) and report but, most importantly, deal with them effectively.

## **Consistency in Practice**

- Consistent language: consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.

- Consistent follow-up: ensuring 'certainty' at the classroom, faculty and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour.
- Consistent respect from the adults.
- Consistent models of emotional control: Emotional restraint (including not shouting at children) that is modelled and not just taught, teachers as role models for learning, teachers learning alongside children.
- Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.
- Consistent environment: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans.
- Consistent cultures of excellent behaviour management. There is no instant solution to outstanding behaviour management. There is no short cut to changing behaviour. There is no alternative to hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour. Consistency lies in the behaviour of all adults and not simply in the application of procedure.

A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where pupils feel treated as valued individuals they respect adults and accept their authority.

## **Staff Responsibilities**

All staff will:

1. Meet and greet at the door.
2. Refer to 'Ready, Respectful, Safe'.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge, and meet the needs of all learners.
5. Use visible recognition mechanisms throughout every lesson.
6. Remain calm and give 'take-up time' when addressing behaviour, focusing on prevention before sanctions.
7. Follow up every time, retain ownership, and engage in reflective dialogue with learners.
8. Never ignore or walk past pupils who are behaving incorrectly.
9. Ensure that classrooms are tidy, including staff workspaces.
10. Encourage children to take ownership of their classroom to ensure it stays tidy throughout the day.

## **Senior Leaders**

Senior leaders play a critical role in ensuring consistency, modelling expectations, and supporting staff. They are **not** expected to deal with behaviour referrals in isolation; they will support colleagues and model unified consistency.

Senior leaders will:

- Be a visible presence at the beginning and end of the day, meeting and greeting learners, and be present in and around the school/site throughout the day.
- Support staff/teachers in managing more complex or entrenched negative behaviours, including setting up behavioural targets and charts, speaking with parents and engaging in parent consultations.
- Provide support beyond the classroom, including pastoral support within the school.
- Monitor reporting and recording systems using CPOMS and use behaviour data to target and assess school behaviour policy and practice.
- Celebrate staff, leaders and learners who go 'above and beyond' expectations.
- Regularly share and model good practice to strengthen consistency.
- Consult with SEND specialists and Children and Family Wellbeing Services as needed.

### **Governing Body Responsibilities**

The Governing Body has a vital role in setting the culture of high expectations and supporting the consistent implementation of the school's behaviour policy. Their responsibilities include:

#### **1. Strategic Oversight**

- Approve and formally review the school's behaviour policy at least annually, or sooner if required by new legislation or guidance.
- Ensure the policy is firmly rooted in the school's Christian ethos, values, and safeguarding duties, making clear the link between behaviour, wellbeing and learning.
- Promote a whole-school approach where behaviour expectations are consistent, fair and aligned with the school's vision.

#### **2. Accountability**

- Hold the headteacher and senior leadership team to account for the effective implementation of the behaviour policy.
- Ensure that rewards and sanctions are applied fairly, consistently and proportionately, including decisions around suspensions or exclusions.
- Review evidence of how leaders are supporting staff to manage behaviour, including training, professional development and workload considerations.

#### **3. Monitoring & Evaluation**

- Regularly review school data on behaviour, including: exclusions, suspensions, fixed-term and permanent exclusions, attendance, incidents recorded on CPOMS, and reported bullying or discriminatory behaviour.
- Seek and consider feedback from staff, pupils and parents when evaluating the effectiveness of the policy.
- Ensure that patterns or trends in behaviour data are identified and that leaders are taking appropriate action to address them.

#### **4. Compliance & Equality**

- Ensure the policy complies with statutory duties, including safeguarding, equality legislation and SEND provision.
- Confirm that the policy is accessible, communicated clearly to parents, staff and pupils and available on the school website.
- Monitor that reasonable adjustments are made for pupils with additional needs and that behaviour management approaches are inclusive and non-discriminatory.

#### **5. Support & Challenge**

- Support leaders in promoting a positive school culture where good behaviour is recognised, valued and celebrated.
- Provide constructive challenge to leadership if standards of behaviour decline, inconsistencies appear or staff and pupils report concerns.
- Ensure governors themselves are visible and engaged with the life of the school, reinforcing the importance of behaviour as part of the school's culture.

#### **Recognising and Rewarding Positive Behaviour**

We recognise and reward pupils who go 'above and beyond' our standards. While we have rewards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. Praise is key to developing positive relationships, including with the hardest-to-reach learners.

#### **Celebrating Good Behaviour**

The school encourages positive behaviour through various incentives. Rewards include:

- Stickers, stamps, smiley faces, and stars
- Written comments
- Private praise
- Praise in front of peers
- Work shown to other pupils and/or staff
- Dojo points 150 = Bronze award, 250 = Silver, 350 = Gold, 500 = Diamond
- Parents informed of good behaviour
- Certificates and rewards given out in Celebration Worship

#### **Unacceptable Behaviour**

At Downholland Haskayne CE Primary School we consider the following to be examples of unacceptable behaviour:

- Lack of respect for adults or each other e.g. talking in class/assembly when the teacher is talking or answering back
- Lack of respect for other children e.g. interrupting rudely when others are trying to speak or laughing at other children in order to hurt their feelings
- Deliberately hurting others, with words or actions
- Behaviour which interrupts their learning or the learning of others
- Swearing
- Damaging property
- Dropping litter
- Stealing

- Refusing to follow instructions
- Racist comments
- Homophobic comments
- Bullying, physical or verbal

### **Tiered Approach to Managing Unacceptable Behaviour**

We maintain a positive climate, encouraging children to meet the high standards of behaviour we expect. However, when behaviour does not meet these standards, the following approach will be taken:

#### **Consequences**

##### **1. Reminder 1:**

The child will be given a gentle reminder of the type of behaviour that is expected from them. This is an opportunity for the child to correct their behaviour without further consequence.

##### **2. Reminder 2:**

If the unacceptable behaviour continues, a further reminder will be given. The child will be informed of the behaviour that needs to change and what the next step will be if the behaviour persists.

##### **3. Last Chance:**

At this stage, the child will be reminded that if they continue to display unacceptable behaviour, they will need to complete "Fix It Time." This serves as the final warning before a consequence is applied.

##### **4. Fix It Time:**

If the behaviour does not improve, the child will complete a Fix It Time sheet during their break with the teacher or another adult in the room. The sheet supports a conversation about the behaviour and helps the child reflect on their feelings, choices, and how they can act differently in the future. Once completed, the Fix It Time sheet is shared with the child, school, and home. Each party – the child, the adult in school, and a parent/carer at home – will sign the sheet to show that the reflection has been discussed and understood.

##### **5. Behaviour Intervention Group:**

If the child's behaviour remains unacceptable after "Fix It Time," they will be referred to bespoke behaviour intervention sessions. These sessions are more intensive than "Fix It Time" and will also take place during the child's playtime. The goal is to provide targeted support to help the child improve their behaviour through structured intervention. At this stage, parents will be invited into school to discuss concerns, and the child will also lose their end-of-half-term privilege.

#### **Serious Incidents**

More serious incidents may lead to the child being removed from the classroom, having separate playtimes, or being supervised by the Headteacher or another staff member. Parents will be informed, and the incident will be recorded on CPOMS.

## **Child on Child Abuse**

Our procedures follow the guidance within “Keeping Children Safe in Education September 2025” and are detailed in our Child Protection and Safeguarding Policy October 2025.

## **Behaviour Outside School When in Uniform**

All pupils are expected to behave appropriately both inside and outside school as they represent the school’s vision and values. The school regulates pupils’ behaviour in these circumstances to such an extent as is reasonable.

## **Exclusion**

### **Fixed-Term Exclusions**

At Downholland Haskayne Church of England Primary School, we believe that, in general, exclusions are not the most effective way to address behavioural issues. However, for children to reach their maximum academic potential, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school’s behaviour policy and their continued presence in school would significantly harm the education or welfare of themselves or others, the Headteacher may decide to implement a fixed-term exclusion. During this period, work will be set for the pupil to complete at home. Upon the pupil’s return, a meeting will be held with the Headteacher and parents to discuss the pupil’s reintegration and the best strategies to support the child moving forward. Each day is treated as a new opportunity, and it is expected that the child will be welcomed back without any resentment.

### **Permanent Exclusions**

The Secretary of State for Education views permanent exclusion as a last resort, and we share this perspective at Downholland Haskayne School we are committed to demonstrating that all reasonable steps have been taken to avoid exclusion. Permanent exclusion should only occur when a thorough risk assessment shows that allowing the child to remain in school would be severely detrimental to their own education or welfare, or to that of other pupils. The Governors of Downholland Haskayne Church of England Primary School fully support this approach and have established policies and procedures to ensure the inclusion of all pupils.

## **SEND**

The school recognises its legal duty under the Equality Act 2019 to prevent pupils with a protected characteristic from being at a disadvantage. Our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. We work closely with parents, carers, and outside agencies to support these pupils. Individual behaviour support plans will be in place as needed.

## **Christian Ethos of Forgiveness**

Our Christian ethos encourages forgiveness and reflection. We believe that all members of the school community are equally valued and deserving of God’s steadfast love and forgiveness.

Agreed by staff and Governors’:

Ratified at Full Governing Board: Meeting 2<sup>nd</sup> December 2025

Reviewed by staff: 5 January 2026

Due for review at FGB Meeting: Spring 28

# Behaviour for Learning Policy- Child Friendly Version

## Downholland Haskayne CE Primary School

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### Our Behaviour Guide

Belong – Serve – Succeed

At our school we want everyone to feel safe, happy and ready to learn. These rules help us all to do our best.

#### Our Three School Rules

1. Be Safe – make good choices so everyone can play and learn safely.
2. Be Ready – come to school on time, listen carefully and be prepared to learn.
3. Be Respectful – be kind and polite to everyone and look after our school.

#### What Adults Will Do

- Greet you with a smile each morning.
- Remind you about Safe, Ready, Respectful every day.
- Help you if you make a mistake and give you time to put it right.
- Praise you when you make correct choices.

#### Rewards for Great Behaviour

- Stickers, stamps or smiley faces.
- Dojo points.
- Showing your work to another teacher.
- Praise in front of your class or in Celebration Worship.
- A message home to let your family know how well you are doing.

#### Behaviour We Don't Accept at School

- Being unkind with words or actions.
- Interrupting or stopping others from learning.
- Refusing to follow instructions.
- Damaging property or dropping litter.
- Swearing, bullying or making hurtful comments (for example racist or homophobic).
- Stealing.

#### If You Make a Not-Correct Choice

Reminder 1 – a gentle reminder of the rule.

Reminder 2 – another chance to change your behaviour.

Reminder 3- Last Chance – a clear warning that you may need Fix-It Time.

Fix-It Time – you talk with an adult and fill in a short sheet at break to think about what happened and how to do better next time. Your teacher and your parent/carer will see this. Extra Help – if things don't improve you might work with our headteacher in special sessions to help you get back on track.

### **Serious Incidents**

- Spend time away from your class.
- Have a different playtime.
- See the Headteacher.
- Your parents or carers will be told.

### **Out of School**

When you wear our school uniform you are showing you belong to Downholland Haskayne. We expect the same good behaviour in the community as we do in school.

### **Forgiveness**

We all make mistakes. At Downholland Haskayne we believe in forgiveness and a fresh start every day.

*\*This child-friendly guide is based on the school's full Behaviour Policy (Autumn 2025).\**

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