



Hadleigh
Junior
School

Behaviour and Relationships Policy

Version: September 2026

In operation from date: 2nd November 2026

Signed by:

_____ Headteacher^[OBJ] Date: _____

_____ Chair of Governors Date: _____

Statement of intent

Hadleigh Junior School believes that, in order to facilitate teaching and learning, pro-social behaviour (socially acceptable behaviour) must be nurtured and demonstrated in all aspects of academy life.

The school is committed to:

- maintaining high expectations of behaviour from pupils and staff;
- promoting socially acceptable behaviour;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring equality, based on need, and fair treatment for all;
- acknowledging pro-social behaviour;
- dealing with anti-social behaviour with appropriate reflection and consequences, ensuring consistency, fairness and proportionate action;
- providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment;
- encouraging positive relationships with parents/carers;
- developing positive relationships with our pupils to enable early intervention;
- a shared approach which involves pupils in the implementation of the school's policy and associated procedures;
- promoting a culture of challenge and encouragement in which all pupils can achieve.

Ethos

At Hadleigh Junior School, we believe that positive behaviour must be explicitly taught, carefully modelled and consistently reinforced. We recognise that behaviour, like reading, writing and mathematics, is learned over time through instruction, practice and feedback. Through our Behaviour Curriculum and Hadleigh Heroes Behaviour System, we develop pupils' character, self-regulation and personal responsibility. We aim to create a calm, safe and purposeful environment where every child can thrive academically, socially and emotionally. We combine high expectations with strong relationships, restorative practice and appropriate support so that every pupil can be successful.

Aims

To ensure high standards of behaviour we aim to:

- provide a stimulating learning environment through an engaging curriculum based on experiences, mastery and a growth mind-set;
- create a safe environment where learning can take place;
- create an environment where everybody is listened to and treated with respect and understanding;
- utilise a behaviour management system (Hadleigh Heroes) which encourages all members of the school community to make the right choices to promote pro-social behaviour;

- develop children's self-esteem, confidence and self-discipline including the implementation of Behaviour Management Plans and Consistent Management Plans where necessary;
- foster a caring attitude towards members of the school community and the school environment;
- establish embedded routines;
- value, appreciate and respect one another irrespective of age, gender, disability, faith, ethnicity or any other protected characteristic.

We expect all adults in the school community to meet these aims and to encourage pupils to meet them and to take ownership of their own behaviour. To enable them to do this, staff will be given appropriate training and support. Adults will highlight good examples of pro-social behaviour to positively reinforce them and to help others achieve as well. We know that the role of parents/carers in the success of this behaviour policy is vital. It is essential that parents are kept well informed in order that children see that all the adults involved with them co-operate and give the same messages.

Pupils also contribute to this policy and the school's chosen behaviour system via the School Parliament. Class representatives pass on the views of their peers and these are incorporated into our strategies, particularly in relation to relevant rewards and consequences. Pupil and parent surveys are conducted regularly to enable feedback to be incorporated as appropriate.

We embed the policy in a variety of ways including PSHE lessons, assemblies, SMSC development and the promotion and understanding of British Values.

Appendix 1 details our expectations of behaviour at different times during the school day. Teachers ensure that the children are aware of and understand them and it is the responsibility of all staff to ensure that these standards are met by reminding and challenging children accordingly.

Link to SEEAT Suspensions and Permanent Exclusions Policy

[Suspensions and Permanent Exclusions Policy 20261.pdf](#)

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#) -Gov.uk
- [Searching, Screening and Confiscation](#) - Gov.uk
- [Equality Act Advice Final.pdf](#) - Gov.uk
- [Use of reasonable force and other restrictive interventions guidance](#) - Gov.uk
- [Supporting pupils at school with medical conditions](#) -Gov.uk
- [Keeping children safe in education 2026](#) - Gov.uk

It is also based on the [SEND Code of Practice 0-25yrs](#) - Gov.uk.

In addition, this policy takes account of:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

This policy should be read in conjunction with other appropriate policies and documents including Anti-Bullying Policy, Online Safety Policy, SEND Policy, Positive Handling Policy, Child Protection Policy, Anti-terrorism Policy, Child on Child Harmful Sexual Behaviour Policy and the DfE's Exclusion guidance documents.

Definitions

Misbehaviour is defined as:

- Disruption on the school site in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Persistent or repeated poor attitude *Poor attitude is defined as behaviour that does not demonstrate the school's values of respect, accountability, positivity, safety, pride and determination. Examples may include refusing reasonable instructions, avoiding learning tasks, showing persistent lack of effort, being unwilling to work cooperatively with others, or refusing to reflect on and improve behaviour following support from adults.)*
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting/Hitting/Striking
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

Recognition and Rewards

Good behaviour is of paramount importance and all adults working in the school share the responsibility for maintaining good behaviour, not only in the classroom but throughout the school. We recognise that positive attitudes and positive behaviour can be fostered through pupils experiencing success and by celebrating their achievements. These successes will be linked to our core values and we will recognise positive behaviour in the following ways:

- with non-verbal communication/cues e.g. smiles, thumbs up
- with words
- by moving a child up the class Hadleigh Heroes behaviour chart
- with stickers and stamps
- with Hadleigh Heroes Achievement Certificates
- with Star Card awards
- with attendance awards
- with prizes / special reward events (e.g. hot chocolate with the Deputy Headteacher) for achievement and effort

Class teachers may decide to use a variety of additional positive behaviour strategies and rewards as long as they are in line with the school's over-arching procedure.

The staff at Hadleigh Junior School make the following commitments to their pupils:

- to adopt a warm, strict approach to behaviour;
- to maintain consistently high expectations;
- to explicitly teach behaviour expectations;
- to notice and recognise positive choices;
- to correct misbehaviour calmly and respectfully;
- to use restorative approaches where appropriate;
- to apply the Hadleigh Heroes Behaviour System consistently;
- to help pupils to learn from mistakes and move forward.

We are aware that different children prefer to receive praise in different ways and we adapt the ways we give praise to meet these needs, e.g. we acknowledge that some children with low self-esteem find it hard to accept 'inflated praise' and adapt our approach to accommodate this.

In-class Hadleigh Heroes behaviour system

At the start of the day, every child has a peg that starts on 'I am ready to learn'. Pupils are moved up the chart for demonstrating particularly positive behaviours and attitudes, in particular those linked to our school values. If a child's behaviour falls below our expectations, they may be moved down a step.

There are 7 steps on the chart:

Hadleigh Hero
I am going above and beyond expectations
I am making responsible choices
I am ready to learn
I can make better choices independently
I can improve my behaviour
I need to reflect on my attitude and behaviour

Moving up:

We acknowledge that some pupils demonstrate positive behaviours and attitudes consistently in the classroom and around school, while some pupils find doing so more challenging. We aim to celebrate positive behaviours as fairly and consistently as possible to provide reinforcement and positive feedback where it is due.

When pupils are seen to be exemplifying our values or demonstrating behaviours over and above our standards of usual behaviour expectation, staff will highlight the behaviour and may move the pupil's peg up on the chart.

Where pupils continue to demonstrate this exemplary behaviour or exemplify another school value, they may move up further on the chart.

If a child reaches Hadleigh Hero and remains there until the end of the school day, they will receive a Hadleigh Hero sticker so that they can celebrate their fantastic efforts with their family.

Teachers keep records of Hadleigh Hero achievements, and when pupils reach certain milestones, they receive celebratory certificates:

Bronze - 10

Silver - 25

Gold - 50

Platinum - 100

Diamond - 150

Every half term, certificate winners will receive a further reward, such as additional playtime; hot chocolate with the Deputy Headteacher; movie time with the Headteacher etc.

Pupils begin at 0 at the beginning of every school year.

Moving down:

It is vital that all members of the school community know what will happen if a child displays misbehaviour, including what support will be given and what consequences may be necessary, and that the policy is administered consistently and with high expectations.

Whenever a peg is moved down a step, staff talk to the pupil(s) about why. For example: "NAME, you are not showing me pride in your work right now."

Before a peg is moved down, staff may give the pupil a verbal or non-verbal reminder to serve as a warning that their behaviour is unacceptable and to attempt to redirect them to more positive behaviours. A warning such as this carries no immediate consequences.

If a peg is moved down to step 3, "I need to reflect on my attitude and behaviour," the pupil will spend up to 10 minutes of their next break (play time or lunch time) with their teacher or another appropriate adult, in order to engage in a restorative and reflective conversation.

The teacher will ensure that the child knows that they have made a poor choice. They will be reminded that their behaviour is unacceptable because it compromises the learning and/or safety of other children or it is disrespectful, and, where applicable, the teacher will explain how the misbehaviour contravened the school's values and/or rules. Staff will deploy 'Restorative Justice' techniques to support the pupils through this process (e.g. How has your behaviour affected your learning/ the learning of others? How will you move forward from this?).

If a pupil spends any time on step 3, or ends the day on step 3, then the adult collecting the child should be made aware of this by the Class Teacher.

Any pupil reaching step 3 should be recorded on CPOMS for further analysis.

If a child whose misbehaviour has resulted in them moving down the chart improves their behaviour and demonstrates that they are able to reflect on what has gone wrong and adhere to the school's values, their peg can be moved back up, step by step.

Steps can be missed should a teacher feel the child is not ready to learn.

Following a restorative conversation and missing part of their break or lunch, pupils should re-enter at "Ready to Learn", as their consequence has been met.

If a pupil displays serious misbehaviour, they can miss steps, be instantly placed on step 3 and/or spend time away from the class to reflect on attitude and behaviour. This includes disruptive behaviour and behaviour that could endanger themselves or others.

This time will be spent with either:

1. Year Group partner class
2. SLT (in class)
3. SLT (out of class)
4. Deputy Headteacher
5. Headteacher

The school reserves the right to apply out of hours detentions to pupils whose behaviour is deemed to have seriously contravened the school's Behaviour Policy and/or when a pupil refuses or is unable to fulfil a break / lunch-time sanction. The Headteacher must sanction any out of hours detention. This strategy is rarely implemented. If it is required, parents will be given advance notice.

Fantastic Walking and Fantastic Listening

Fantastic Walking

Fantastic Walking is:

- Facing forward
- Standing up straight
- Walking on the left-hand side
- Without talking

'Fantastic Walking' promotes the values of Safety, Respect and Accountability; it helps to keep everyone safe in school, minimises disruption to learning and supports children to ready themselves for their own learning.

Fantastic Listening

Fantastic Listening is:

- Facing Forward
- Always sitting up straight
- Never interrupting
- Tracking the Speaker

'Fantastic Listening' promotes the values of Positivity, Accountability and Respect; it encourages children to develop positive learning habits, focus on their own learning journey and demonstrate respect towards their peers and their contributions.

Behaviour on the playground (break and lunch)

Playground behaviour is monitored by the staff on duty (SLT, Teachers, TAs and Midday Assistants). The main aim of all staff on duty should be to encourage an environment of positive play. They will help pupils to follow the Playground expectations (Appendix 1) and support them to use strategies to overcome minor issues (Restorative Justice/Conflict Resolution approaches), thus preventing them from becoming bigger issues. For pupils who make undesirable choices at playtime, their class teacher should be informed in order for them to issue an appropriate consequence in line with the above behaviour management system.

For pupils demonstrating misbehaviour at lunchtime, Midday Assistants should follow this plan using the principles of Restorative Justice and Conflict Resolution (Appendix 2):

1. Remind - Politely remind the child of the expected behaviour – “David, we use the bench for sitting on, thanks”. To support, provide a positive alternative distraction (e.g. play a game with them, send them on an errand, ask them to help with a job, etc.).
2. Warn/give a choice – “If you continue to ..., you will go to time out”.
3. Send to time out zone (a designated area within each playground zone).
4. The Senior MDA will be consulted immediately if the above does not rectify misbehaviour.
5. A member of SLT (normally the Headteacher or the Assistant Headteacher) will be available to support MDAs if poor behaviour continues or there are more severe incidents. Guidance on possible consequences can be found in Appendix 3.

Please note that children with specific needs may have adapted individual break and/or lunchtime plans/strategies which may differ from the above as appropriate.

There is also an indoor “Fun Zone” for children who may find the playground a challenge, and for some, who need more structure, we operate a 20/20/20 system of eating/playground/fun zone.

Severe or persistent misbehaviour

Whilst the school's behaviour policy begins with positive reinforcement strategies including Restorative Justice, there may be times when further, more serious consequences are necessary. Occasionally the misbehaviour of a pupil may be dangerous or extremely disruptive. This behaviour includes – but is not limited to - physical or verbal abuse to any member of the school community, actions which compromise the health and safety of the school community and frequent occurrences of severe, anti-social behaviour. In such cases, the pupil will be removed from the environment in order to maintain the safety of all and to enable de-escalation and support strategies to take place (a range of strategies may be used). Relevant support and consequences will be considered following the incident. Consequences may include a suspension, lunchtime only suspension or permanent exclusion.

In appropriate circumstances, the school has the legal power to use reasonable force to maintain the safety of the whole school community. The school has a Positive Handling Policy which details its legal powers and our physical intervention procedures and strategies.

Child-on-child Abuse (including Bullying and Harmful Sexual Behaviours)

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise

causing physical harm (including on-line threatening of physical abuse)

- all forms of sexual abuse (including physical sexual abuse, sexual image sharing, forcing another pupil to engage in inappropriate sexual activity, upskirting and harassment).

For incidents of this nature, we take a whole school, zero tolerance approach which maintains an attitude of 'it could happen here' and that it is never acceptable. We understand that these kinds of abuse can happen inside and outside of school and online. We also recognise that even if there are no reports, it does not mean that they are not happening. Staff receive appropriate training to enable them to recognise and challenge abusive behaviours. All concerns of this nature are reported to one of the school's DSLs. All reports are taken seriously, without shame or judgment, and are not downplayed or dismissed as 'banter'. The 'victim' will be given appropriate support and protection, both immediate and ongoing. The 'alleged perpetrator' will be supported as appropriate and given relevant post-incident education and consequences. We will engage with both sets of parents/carers accordingly. Relevant records will be kept on CPOMS.

Additionally, a Racist Incident Log is kept by the Headteacher and pastoral team, who record any perceived racist incidents. All incidents are reported to the Governing Body on a termly basis.

The school also maintains a record of bullying incidents on CPOMS in line with its Anti-Bullying Policy. This contains details of incidents which children have reported as bullying – even if the incident does not match school criteria. A record is kept of actions taken. All incidents are reported to the Governing Body on a termly basis.

We aim to educate children on positive relationships through the following:

- A comprehensive Relationships and Sex Education (see policy)
- A comprehensive On-line Safety curriculum – a dedicated Online Safety week as well as being taught through all computing units (see policy)
- A comprehensive PSHE curriculum – a dedicated anti-bullying week as well as appropriate units within the curriculum (see policy)
- Appropriate assemblies
- Relevant visitors to school

Additional details can be found in the Online safety Policy, the Child on Child Harmful Sexual Behaviours Policy, the Anti-bullying policy and the Child Protection Policy (see [Hadleigh Junior School - Policies](#))

Prohibited items

Prohibited items could include:

Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items

- Tobacco and cigarette papers
- Vapes
- 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 the property of any person (including the pupil).

The school reserves the right to act in accordance with the DfE's 'Searching, Screening and Confiscation' advice to Headteachers, school staff and governing bodies.

Searches will only be carried out in circumstances where the pupil concerned has agreed to be searched, or there are reasonable grounds for suspecting that the pupil is in possession of a prohibited item. Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is considered harmful or detrimental to school discipline. These items will be returned to pupils or their parent/carer after discussion with senior leaders and parents/carers, if appropriate.

The decision to search a pupil will be considered and taken on a case by case basis, and the search will be undertaken and any items discovered will be confiscated in accordance with Government Guidance. Searches will only be carried out by the Headteacher or a member of staff authorised by the Headteacher, including the Designated Safeguarding Officer, Deputy Safeguarding Officer or a member of the Senior Leadership Team.

The pupil will be told why they are being searched, how and where the search is going to take place and be given the opportunity to ask questions. In the event that a pupil fails to cooperate with a search, sanctions may be imposed in accordance with this Behaviour Policy; the pupil will be supervised until the search has been carried out or it is decided a search is no longer necessary. Reasonable force can be used to undertake a search for prohibited items in the circumstances set out in Government Guidance. The school will keep records of all searches undertaken and inform parents as soon as possible. External agencies may be contacted where deemed necessary.

The Designated Safeguarding Officer will be informed of any searching incidents.

Supportive strategies

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Sometimes it is necessary for a combination of consequences and supportive intervention to be utilised.

For persistent misbehaviour, particularly that which is unsafe or disruptive to the learning of other pupils, the class teacher will consult with the SLT, SENCO and/or Learning Mentor. The class teacher (and other members of staff where appropriate), parents and pupil may work together to develop a Behaviour Management Plan (Appendix 4). This plan supports the pupil and class teacher by identifying the area/s that the pupil needs to improve and outlines a clear plan of how the pupil can work towards more pro-social behaviour and what will happen if the expected behaviour is not achieved.

Additionally, we may use a 5 Step Adult Response Strategy Plan (Appendix 5). This identifies behaviour triggers and gives preventative strategies for use in the wider school environment. It clearly outlines the different levels of behaviour and gives examples of those specific to the child in question. The plan also illustrates possible strategies to be used to de-escalate the situation and reduce anxiety. It outlines steps to be taken for each level of behaviour displayed. The plan may include rewards for pro-social choices made by the pupil, where appropriate. For frequently occurring significant misbehaviour, we may complete a STAR Analysis, at relevant times, to help identify triggers and patterns so that the pupil can be more effectively supported going forward.

Suspension and exclusions

Suspension (or in rarer cases, permanent exclusion) from school is a legitimate but last resort for pupils who seriously fail to work within the accepted framework of behaviour and / or where the safety of others from physical and verbal abuse is called into question. The school must follow the Government's suspension and permanent exclusion guidance when considering and carrying out this action:

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement July 2026 – Gov.uk](#)

A decision to suspend or permanently exclude a child depends upon a range of factors and will be a decision made by the Headteacher. This step would be carefully considered on an individual basis and guidance may be sought from SEEAT and our legal advisors. Advice in addition to Government guidance and information can be found on the Essex School's InfoLink.

The Headteacher will inform parents and the Local Authority of the suspension or permanent exclusion, as well as informing the Governors and any other relevant agencies where they are required to do so under the Government Guidance. They will be informed of the significant behaviour and given the date from which the suspension or exclusion will take place. Parents will be informed in writing of a suspension or exclusion and where relevant, be given a return date, when both child and parents will be expected to attend a reintegration meeting with the Headteacher (or member of SLT) before returning to school. This written notification to parents will also set out all other information required by the Government Guidance. At times it may be appropriate to use a phased re-introduction to class or implement other strategies to assist the pupil in reintegrating into school life.

Where any decision to suspend or exclude a pupil is entitled to be reviewed by the Governors, a committee of the Governors will review the decision in accordance with the timescales set out in the Government Guidance. At any time prior to review by the Governors, the Headteacher can cancel any exclusion if they deem it appropriate to do so.

Direction off-site to improve behaviour

The Headteacher has the power to direct that a pupil attends an alternative educational placement off-site where this is deemed to be required in order to improve behaviour.

The school will provide details of the off-site educational provision to the pupil and parents/carers at least two school days before the day on which the off-site educational provision is to commence. These details will include the address of the educational provision, details of the person to report to upon attendance, the number of days the requirements are imposed for, the reasons for the direction, and details of the timings of sessions for each day of the educational provision.

Parents can request in writing that the Governors hold a meeting to review any off-site placement.

Any direction off-site will be kept under review by the Governors in accordance with the timescales set out in Government Guidance. Parents will have the option to attend the review meeting or submit written representations. The Governors then have the right to retain, rescind or vary directions as deemed appropriate and will notify parents of their decision after the review meeting.

Managed moves

In some circumstances, it may become clear that it is in the best interests of a pupil to move to a different school in order to avoid the need for a permanent exclusion and allow for a reset and fresh start. The school can agree a permanent move to another mainstream school if such a move is agreed by all parties involved. The school will follow the protocols set out by the Local Authority when implementing a managed move.

Pupils' conduct outside the school gates

The school will act upon any anti-social behaviour outside of school.

This behaviour could occur when the pupil is:

- taking part in any school-related activity;
- travelling to and from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school.

Equally, cases of anti-social behaviour at any time will be investigated (whether or not the above conditions apply) that:

- could have repercussions for the orderly running of the school;
- pose a threat to another pupil or member of the public;
- could adversely affect the reputation of the school.

School consequences will be applied as appropriate.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

Pupil Support - Transition

The school works closely with Hadleigh Infants & Nursery School and all local secondary schools to carefully plan transition for all pupils yearly. On a case-by-case basis, the Pastoral Team (Learning Mentor, SENCO) will plan additional transition approaches and activities if a child has specific needs in this respect. We recognise the importance of positive and effective transition between one school and another, and indeed between one year group and another within our own school.

Pupil Support - Induction

All mid-year admissions will receive an induction consisting of:

Week 1: Support settling into class: peer relationships, school rules and expectations, and additional tours of the school..

Week 3: By the end of their 3rd week at Hadleigh Juniors, the child will have been formally and fully assessed against age-related expectations and the class teacher will feed back to parents as necessary. Additional work or relevant interventions may be provided as necessary.

This process will assist new students in settling into life at Hadleigh Junior School and in meeting our behaviour and learning expectations.

Roles and responsibilities

The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

Where a parent is unhappy with the action taken by the Headteacher in response to a bullying incident, he/she has the right to make a formal complaint to the Governing Board. The Governing Board must respond to any formal complaint within ten days and must request that the Headteacher conducts a full investigation into the case and reports back to the Governing Board.

The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

It is the headteacher's responsibility to ensure all staff members are trained and aware of the school's Behaviour Policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with misbehaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The headteacher should ensure that staff teach pupils what bullying is and that it will not be tolerated within the school.

Behaviour Lead

- The Deputy Headteacher is the school's Behaviour Lead
- Ensure that all staff are appropriately trained
- Support specific needs of pupils across the school
- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are kept up to date

Other Senior Leaders

- Ensure that the policy is implemented effectively
- Provide support to staff, pupils and parents/carers as necessary

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents.

The senior leadership team will support staff in responding to behaviour incidents.

All staff should ensure the pupils are aware of what good behaviour is through the development of a positive culture and ethos.

Through curriculum planning, teaching staff should ensure that pupils know what bullying is and ensure that they know bullying will not be tolerated within the school.

Parents and carers

Parents are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

Pupils

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept consequences when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

The school feels the above programme promotes positive and pro-social behaviour, a sense of what is right and wrong and the need to make good choices. Where deemed necessary, the school will involve and work with relevant outside agencies. The school also reserves the right to implement a specific programme to the whole school, a year group or a class, if and when required, to address a specific issue.

Written by: Jennifer Cole

Date: September 2026

Review Date: September 2027

APPENDIX 1 – Expectations around school

In the playground

- Use only sponge balls for football.
- Play zoned games and activities only in the designated zone/s of the playground.
- Be considerate to others playing in each zone.
- Only bring small (palm-size) toys to school and nothing valuable.
- No 'trading' or swapping of toys, cards, fidgets etc.
- Demonstrate 'Fantastic Walking' when walking into school from the playground .
- Play fighting/rough games are not allowed.
- Choose games which are respectful to others and which do not cause upset.
- Seek adult support immediately with any playground issues.
- At the end of break, a whistle indicates all children to stop moving and to be silent (staff on duty must challenge those who do not).
- A second whistle indicates that the children should walk sensibly to their lines (staff on duty must challenge those who do not).

Assembly

- Walk to and from the hall using Fantastic Walking, following adults' instructions.
- Enter the hall silently and sit down quickly and sensibly.
- Listen silently to the music.
- Pay attention to the story or content of the assembly, and show "good listening".

In the dining room

- Wait quietly in the corridor before entry to the hall.
- Show respect and good manners (please and thank you).
- Raise your hand if you need adult support.
- Keep the eating area tidy.
- Talk quietly when eating.
- Remain seated until an adult has checked your lunch box / tray and permitted you to leave the hall.
- Clear trays carefully and respectfully or put lunch box back on class trolley.

In the corridors

Fantastic Walking:

- Face forward
- Stand up straight
- Walk on the left-hand side
- Without talking

APPENDIX 2 – Principles of Restorative Justice

Inappropriate behaviour

- Polite reminder of the behaviour expected – “Jamie, we play football in the football area, thanks” or “Ryan, we listen while others are talking, thanks”.
- Give a choice – “Ryan, if you choose to play football outside the football area, I will send you to time out” or “Jamie, if you choose to call out again, I will move you on the behaviour chart.”
- Issue the consequence – “Jamie, you chose to play football outside the football area, go to time out, thanks” or “Ryan, you chose to continue calling out, stay behind at breaktime for a chat, thanks.”

Resolving conflict with restorative questions

- What happened?
- How were you feeling?
- How has this affected others?
- What do you need now? Do you need any help with that?

Avoid:

- Negative phrases
- Using ‘you’ or ‘you are’ (can be confrontational)
- ‘Why’ questions (wastes time when focus should be in getting pupil back on task)
- Saying ‘no’ or ‘don’t’ (it doesn’t tell the pupils what you want to see; instead, name the desired behaviour)
- Lecturing, nagging or moaning (children switch off after approximately 6 seconds – make your message clear and succinct)
- Saying ‘please’ (it suggests there is a request – saying ‘thanks’ adds courtesy and assumes the instruction will be carried out.)

APPENDIX 3

Guidance on likely consequences

The school reserves the right to depart from these guidance consequences where professional judgement indicates that a different response would be more appropriate, taking into account the individual circumstances of the incident and the needs of the pupil.

Behaviour (examples are not exhaustive)	Likely Consequences (including but not limited to)
Low-Level Misbehaviour E.g. calling out, minor disruption, off-task behaviour, lack of effort, not following classroom routines.	Reminder of expectations Warning and opportunity to correct behaviour Move down the Hadleigh Heroes chart Restorative conversation Up to 10 minutes reflection time at break / lunchtime Uncompleted work completed at break / lunchtime or sent home for completion
Disrupting Learning E.g. repeated calling out, distracting others, refusing to engage with learning after support, deliberately preventing others from learning	Move down the behaviour chart Reflection time at break or lunchtime Restorative conversation Time in a partner class Parent informed if persistent Behaviour Management Plan if recurring
Failure to Follow Reasonable Instructions E.g. ignoring adult directions, refusing requested tasks, refusing to move seats or locations, deliberate non-compliance	Reminder and clear instruction Reflection time at break or lunchtime Restorative conversation Removal to another classroom if necessary Parent communication Senior leader involvement if persistent As necessary, individual lunchtime arrangements reviewed – e.g. 20/20/20 programme
Disrespect Towards Others E.g. rudeness, mocking others, name-calling, deliberate exclusion, unkind comments, dismissive or argumentative behaviour	Restorative conversation Reflection time at break or lunchtime Parent informed if significant or repeated Lunchtime supervision for repeated incidents As necessary, individual lunchtime arrangements reviewed – e.g. 20/20/20 programme Typical tariff: 1-2 days supervised lunchtime.
Disrespect Towards Staff E.g. answering back aggressively, deliberate rudeness, refusal to engage respectfully and/or calmly, inappropriate comments towards or about adults	Restorative conversation (immediate, where possible) Reflection time at break or lunchtime Senior leader involvement, depending on significance Parent contact Lunchtime supervision As necessary, individual lunchtime arrangements reviewed – e.g. 20/20/20 programme Typical tariff: 1-2 days supervised lunchtime.
Swearing or Inappropriate Language	<u>Directed generally (not at an individual):</u> Reflection time Apology Parent informed if repeated <u>Directed at another person:</u> Parent informed

	Senior leader involvement, depending on significance Lunchtime supervision Typical tariff: 1-2 days supervised lunchtime.
Leaving the Classroom or Learning Area Without Permission	Immediate follow-up by staff Restorative conversation Time made up/ work sent home if learning missed Parent informed Risk assessment or support plan if repeated <u>Where safety is compromised:</u> Senior leader informed / involvement Possible suspension if repeated or high-risk.
Damaging School Property	<u>Minor damage:</u> Restorative conversation Apology 'Community service' as appropriate to repair or rectify damage <u>Deliberate and/or significant damage:</u> Parent informed Lunchtime supervision 'Community service' as appropriate to repair or rectify damage Typical tariff: 1-2 days supervised lunchtime.
Physical Harm Towards Another Child E.g. hitting, kicking, punching, biting, pinching, deliberate pushing	Immediate removal from situation Investigation Restorative process where appropriate Parent informed Lunchtime supervision Individual lunchtime arrangements reviewed – e.g. 20/20/20 programme Typical tariff: 1-5 days supervised lunchtime. <u>For serious injury, repeated violence or premeditated assault:</u> Suspension may be considered.
Physical Aggression Towards Staff E.g. hitting, kicking, punching, biting, throwing objects at staff, attempting to injure staff	Immediate removal from situation Senior leadership response Parent meeting Risk assessment review Behaviour support plan Individual lunchtime arrangements reviewed – e.g. 20/20/20 programme Typical tariff: 1-5 days supervised lunchtime. <u>For significant or deliberate assault:</u> Suspension will normally be considered. Permanent exclusion may be considered in the most serious cases.
Fighting	Immediate removal from situation Investigation Parent informed Restorative process Lunchtime supervision Individual lunchtime arrangements reviewed – e.g. 20/20/20 programme Typical tariff: 1-5 days supervised lunchtime.

	Serious or repeated fighting: Suspension may be considered.
Bullying, Racist, Homophobic, Sexist or Other Discriminatory Behaviour	Investigation Senior leader involvement Parents informed Recording on CPOMS and relevant incident logs Educational intervention Appropriate sanction depending on severity Individual lunchtime arrangements reviewed – e.g. 20/20/20 programme Typical tariff: 1-5 days supervised lunchtime. <u>Repeated or serious incidents:</u> Suspension may be considered.
Serious Unsafe Behaviour E.g. throwing objects likely to cause injury, climbing on buildings or fences, running from adults, behaviours creating a serious risk to self or others	Immediate removal from situation Senior leader involvement Parent meeting Risk assessment / Behaviour Management Plan / Support plan review Individual lunchtime arrangements reviewed – e.g. 20/20/20 programme Repeated or significant incidents: Suspension may be considered.

20/20/20 is a programme of supervised lunchtimes, separate to lunchtime supervision. Children may be on 20/20/20 for the short-, mid- or long-term, in order to support them to have socially successful lunchtimes. The general principle of 20/20/20 is such that pupils spend 20 minutes eating the hall, 20 minutes supervised play in 'Funzone' (either in the enclosed 'quad' area or in the library / a classroom etc) and 20 minutes playing on the playground.

APPENDIX 4 – Behaviour Management Plan

Behaviour plan – Date

Name:

Things we like about you:
•
What we expect from you:
•
What we will do to support you:
•
Consequences of not meeting the expectations:
•
I will show success by:
•
Moving forward E.g. We believe that you can achieve this because you have shown this before. We will keep a record of each week that you receive full reward time. If you achieve this we will review your position on the 'ambassador' project at half term.

Signed:

Pupil: _____

Parent: _____

Teacher: _____

APPENDIX 5 – 5 Step Adult Response Strategy Plan

5 Step Adult Response Strategy Plan

Pupil:

Year Group:

COMMUNICATING BEHAVIOURS	COMMUNICATING BEHAVIOURS	COMMUNICATING BEHAVIOURS	COMMUNICATING BEHAVIOURS	COMMUNICATING BEHAVIOURS
Level 1 If s/he is:	Level 2 If s/he is:	Level 3 If s/he is:	Level 4 If s/he is:	Level 5 Will now be in crisis, will present with fight or flight. If s/he is:
Adult Responses	Adult Responses	Adult Responses Call for Support	Adult Responses	Adult Responses

PUPIL NAME	
Strengths	• - • - • - • -
Likes	• - • - • - • -
Key Triggers	• - • - • - • - • - • -
Situations and Approaches to avoid	• - • - • - • - • -
Preventative strategies	• - • - • - • - • -

