



Behaviour and Relationships Policy

Including: Anti Bullying and
Suspensions and Exclusions

Autumn 2025



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Next review due by:	Autumn 2026

Haydon Abbey School and Pre-School

Behaviour and Relationships Policy

Mission Statement

Every child is in school and ready to learn.

Haydon Abbey School and Pre-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 recognise that for children to thrive and progress in their learning we must first address the need for a sense of safety and belonging. Our behaviour policy guides staff to teach self-regulation. Children will learn that their actions have consequences and will be supported to act in a positive way out of choice, not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing dysregulation and dynamic interventions that support staff and learners.

Purpose of the policy

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

- Recognise behavioural expectations
- Positively reinforces good behaviour
- Promote self-esteem and self-regulation
- Teach appropriate behaviour through positive interventions

1. Aims

- To ensure that excellent behaviour is a minimum expectation for all, and support all pupils to achieve this aim
- To ensure that all learners are treated fairly, shown respect and to promote positive relationships
- To build a community which values kindness, care, good humour, respect, acceptance and empathy for others
- Ensure that all members of the school community feel safe and secure
- Prioritise connectedness, trust and transparency so that relationships between all members of the school community can flourish, enabling children to be 'ready' for learning
- Foster collaboration in all aspects of school life so that children have 'a voice and a choice' including in relation to their social, emotional and mental health
- Empower children to self-regulate using prosocial coping strategies.

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)

- Keeping Children Safe in Education 2024
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Roles and responsibilities

The governing board

The school's governing body is responsible for:

- Reviewing this behaviour policy in conjunction with the Headteacher and Behaviour Lead
- Monitoring the policy's effectiveness
- Holding the Headteacher and Behaviour Lead to account for its implementation
- Analysing behaviour incident data in regards to pupils with a protected characteristic

All staff

Consistent adult behaviour will lead to pupils routinely achieving our expectations. Therefore, it is the expectation that **all** staff will:

- Greet all children in a warm and welcoming way
- Refer to our 3 school principles: **Ready, Respectful, Safe** and the school values at every opportunity
- Model positive behaviours and actively build and foster relationships
- Plan lessons that are engaging, well-resourced and meet the needs of all children
- Be calm, patient and give time for children to act upon requests
- Use prevention and de-escalation strategies before consequences
- Engage in reflective dialogue with children to shape, teach and model the expected conduct
- Never ignore or walk past children who are behaving in a way that is disruptive or dangerous
- Actively recognise and praise positive behaviour
- Be a presence and a role model at all times
- Seek advice and guidance from other agencies, should the need arise

- Use frequent 'positive noticing' as a powerful and effective form of positive reinforcement (*Thank you for being so helpful today ... I noticed how you asked for help today when you were unsure ... I liked how politely you ...*).

- Regularly use praise and acknowledgment and recognise that this is most effective when it is experienced as genuine and specific

All staff will use the whole school 'signal for attention' which is a raised hand in line with the Signal, Pause, Insist WalkThru.



Expectations of Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Senior leaders will:

- Take time to welcome children and parents / carers at the start and end of the day
- Be a visible presence around the school and Pre-School sites
- Celebrate staff, leaders and children whose effort goes above and beyond expectations
- Regularly share and model good practice
- Support colleagues in managing children with more complex or entrenched behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for children who fall beyond the range of written policies

Parents and carers will:

- Support the school in ensuring that excellent behaviour in school is a shared expectation
- Support the school in delivering any consequences which are deemed necessary
- Maintain open lines of communication with the school
- Refer to the core principles of being 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships

Children

Children are responsible for their own conduct. They will demonstrate this by:

- Being kind, respectful and tolerant to everyone
- Being engaged in learning and participating actively in lessons
- Challenging themselves within learning
- Supporting others and working collaboratively
- Understand that they need to be calm and regulated to have ownership over their own behaviour choices and accept support from staff when needed

Children will:

- Be Ready
- Be Respectful
- Be Safe

4. Principles and Values

All adults will routinely reference the school's principles and values when discussing behaviour and setting expectations. These are:

3 Core Principles	School Values
• Ready • Respectful • Safe	• Honesty • Kindness • Resilience • Well-being • Respect • Co-operation

5. Promoting positive behaviour

The majority of behaviour support at Haydon Abbey School and Pre-School focuses on the reinforcement and promotion of the behaviours we *do* want to see.

We recognise and reward learners who go 'over and above' the agreed expectations.

Children are rewarded through a consistent rewards system. This places value on intrinsic rewards for exceptional effort, personal progress and their attitude and conduct within all aspects of school life.

Recognition and Rewards

We recognise and reward children who go 'over and above' our standards and expectations. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. The use of praise is the key to developing a positive atmosphere in the classroom and around the school. It supports the development of positive relationships, including with those children who are hardest to reach. The following rewards are used school-wide:

- Immediate praise and encouragement
- Stickers
- Green Cards

- Responsibilities and ambassador roles
- House Points
- Headteacher's stickers
- A leaf or petal on our values sunflower in each classroom
- Class stars of the week, half term, term and year
- Proud Post
- Raffle tickets
- Class Dojo points

6. Restorative practices and consequences

We recognise that children have a wide range of individual needs which change over time. As such, they will require a flexible approach within an overall structure of consistency. Whilst we envisage that our 'universal' behavioural approach (as detailed below) will be effective for the majority of children, some children will require extra support in order for us to ensure an equitable school environment.

To support positive behaviour adults focus on the reinforcement and promotion of the behaviours we *do* want to see (see recognition and rewards). However, there will be situations where children need to be actively taught about which behaviours are unwanted and, with support, learn to take personal responsibility for their conduct. When children display behaviour that is dysregulated or dangerous there are agreed behaviour support strategies which are used consistently by all staff.

All adults will support children to understand that there are consequences for their actions and behaviour. Children are taught to recognise that they are learning to self-regulate their emotions and to accept logical or educational consequences so that they can behave in a more prosocial way over time.

When supporting dysregulated or dangerous behaviour adults will consider consequences which are proportionate, logical, and whenever possible, immediate. Adults will use their professional judgement and their knowledge of the child and the situation when deciding on appropriate consequences.

Wherever possible, staff observe the principle of 'public praise, private sanction'. Staff will always aim to de-escalate behavioural mistakes and avoid confrontation. Staff will speak to children quietly about their behaviour whilst making clear our behavioural expectations and potential consequences.

7. The 'Steps' approach – Behaviour Curriculum

The school follows the Steps approach to supporting positive behaviour (Education Solutions, 2022). Steps is a therapeutic approach to positive behaviour management. The Steps approach is based on the following principles:

- A shared focus on inclusion of all children and young people within their educational settings
- A shared set of values and beliefs
- Open and shared communication

- A shared commitment to diversion and de-escalation
- A shared commitment to forward planning and risk management
- A shared approach to reparation, reflection and restoration

Steps aligns and supports the school's overall behaviour curriculum where conduct expectations are explicitly taught through PSHE lessons, our school values, assemblies and through day-to-day conversations and coaching with pupils.

Staff have received Step On training in de-escalation. The approach emphasises the importance of consistency and teaching regulation. It focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

Steps in practice

Steps	Behaviour	Actions
Step 0 'Be one step ahead'	All adults plan ahead and aim to provide intervention to minimise and de-escalate unwanted behaviour Adults provide 'relentless routines' – whole school, class and for individuals Adults set and enforce consistent expectations All adults strive for excellence in pupils' conduct	
Step 1 Redirection/Reminder Class Adults	Not following the 3 principles: Ready, Respectful, Safe Struggling to following instructions Struggling to listening Presenting as distracted Running in corridors Struggling to get on with peers Talking at inappropriate times Shouting out / leaving seat Struggling to be kind and respectful	A reminder of the 3 principles Ready, Respectful, Safe delivered privately wherever possible Gentle encouragement, a 'nudge' in the right direction A verbal reminder delivered privately and at the child's level, if possible Make the pupil aware of their behaviour and the expectations using the visual prompts of Ready, Respectful and Safe and use the PACE framework to support the conversation Specific praise will be given if the child is able to adapt their behaviour as a result of the reminder
Step 2 Intervention and consequences Class Adults	Persistence of Step 1 Behaviours which are resulting in increased dysregulation and the children needing additional support to settle to learn	Adults will consider appropriate intervention and if necessary, consequences Make the pupil aware of their behaviour and clearly outline the next steps using a calm tone Adults will support regulation and support children to settle to learn

		Use the phrase '<i>I can see you are not ready to learn we / you are going to ...</i>' Move to the Zen Den / Self Regulation Zone Go for a walk Wait outside the room to calm down Use a down-regulating sensory activity such as lifting / carrying / muscle work
Step 3 Time out/cool off Class Adults SLT Pastoral Team	Persistence of Step 1&2 Behaviours + any behaviours that could become unsafe for themselves or others Hurting another child physically Persistently goading another child Using inappropriate language Showing threatening behaviour	Adults will consider appropriate consequences Remove from class or playground to 'break' the cycle of behaviour Time out / cool off in a shared area, Phase Leader's room, partner teacher's room, calm room, DHT office or SLT office The child will be placed away from their peers and will be expected to continue their learning, this may be during breaks and lunch if learning time has been lost due to conduct concerns. When calm adults use closed choices to transition the child back to their work: '<i>You've had your time, would you like to complete your learning in the classroom or shared area?</i>' Once time out is complete, they will hopefully be able to show that they are ready to go back to class
Step 4 Support Step Class Adults SLT Pastoral Team Hub Team	Behaviour that is deemed to be highly disruptive, damaging or dangerous including: Physical violence with the intent to harm another child or member of staff Fighting Damage to school property Persistent disruptive behaviour	In more serious circumstances, for example disruptive or dangerous behaviour, the 'Support Step' will be needed This support may be from the Inclusion & Pastoral Team, SLT, Phase Leaders, or another class teacher or the Hub Team For certain children identified as having social, emotional and mental

		health (SEMH) needs, all support strategies will be identified on an individual plan
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8. Recording of behaviour incidents

Any behaviour that is deemed as 'persistent' either over the course of a day, or over time, will be recorded on CPOMs and parents will be informed of both the behaviour and any resulting consequences. Where necessary leaders (Phase or Senior) will be informed that a child is routinely presenting as dysregulated so that support can quickly be provided.

9. Suspension and exclusion

In some cases, the Headteacher may consider the use of some form of exclusion, which will be either:

Internal exclusion – To ensure a safe environment and to support regulation, the child spends a fixed time away from other pupils within the school and will complete work from the curriculum, supported by an adult. Children will be supported to discuss and reflect on the incident using the PACE framework (please see intervention and support strategies).

Fixed Term Suspension – This will only be considered in serious cases. The child spends a fixed time suspended from school and will complete work from the curriculum which will be sent home with the child. The child will be supervised by their parent/carer. During the time the child is away from school the SLT and SEN Team will plan and implement any necessary adaptations to the child's support.

Permanent Exclusion - This form of exclusion will only be considered in extreme cases and in consultation with outside agencies. The child is permanently excluded and will be unable to return to school.

10. Reasonable adjustments and pupils with SEND

For some pupils, often classified as having social, emotional, behavioural or mental health difficulties, the school will need to respond in a way that is additional to or different from other pupils in order to positively manage their behaviour. For pupils with SEND, the school will always seek to make reasonable adjustments to ensure that their needs are met in school. Pupils with SEND will be supported through individual plans, which may include one or more of the following:

- 'Assess, Plan, Do, Review' summary
- SEND Support Plan
- SEMH Support Plan

Parents will always be informed if their child is being supported through an individual plan and this will be shared with them.

In some cases, and in full consultation with parents and carers, children with identified SEMH needs may be taught in the school's on-site SEMH enhanced provision The Hub.

11. Intervention and support strategies

The school takes a proactive approach to addressing the root cause of conduct and regulation issues and aims to offer a range of interventions to support all children so they are 'in school and ready to learn'. Interventions are offered in response to need and are regularly reviewed. Interventions offered include:

- Play Therapy
- Drawing and Talking
- ELSA sessions
- Check-ins
- Learning Mentor / Mental Health Lead support

All adults have been trained to use the PACE framework – Playfulness, Acceptance, Curiosity, Empathy
 - to frame supportive conversations and as scripts to support children.

Examples and sentence starters	
P	Playfulness - This is about creating a fun, light and playful atmosphere when communicating with the child. It Use a light tone of voice, like you might do when storytelling, sing-song voice rather than an irritated or lecturing tone. It is about having fun and expressing a sense of joy.
A	Acceptance - This is about accepting that whatever the child (or you) is feeling right now is ok. You are accepting their thoughts, feelings and perceptions without judgement. <i>"I can see how you feel this is unfair. You wanted to play longer"</i> <i>"I can hear you saying that you hate me and you're feeling really cross. I'll still be here for you after you calm down". "I'm disappointed by what you did, but I know you were really upset. It doesn't change how much I care about you".</i>
C	Curiosity - Curiosity involves a quiet, accepting tone. <i>"I wonder if... Could it be...? I am trying to imagine.... Can you help me understand...? Tell me if I'm getting this wrong... It sounds like you might really be struggling with... Is there a part of you that... As you were talking I was starting to think that maybe... Does this make any sense..."</i>
	Empathy - Empathy is about putting yourself in someone else's shoes and allowing yourself to feel what they must be feeling. <i>"It sounds like it's been really tough... You have had lots of tricky times... I am so sorry it's been so hard for you... I can't even imagine how that was for you... I really want to hear how it's been for you... That must have been so painful... I think you are saying.... That makes real sense to me... I think I am starting to understand now.... I think you might be letting me know that.... If you had words for those feelings, I wonder what they would be.... Let's make sure I've got this right...."</i>

12. Positive Handling

All adults in the school have a responsibility to safeguard children and, in some cases, this may mean they need to physically handle a child to ensure their safety. All adults are permitted to physically handle children under the guidance set out in the 'Use of Reasonable Force' document (DfE, 2023). The guidance states that any adult can physically handle a child if 'not intervening poses more of a risk than intervening'.

If a child's behaviour is posing a risk to themselves or others then it may be necessary to use positive handling to ensure everyone in the school is kept safe. Whenever possible, positive handling will be undertaken by at least two members of staff who have been trained in the 'Step Up' approach. Whenever possible, parents will be informed in advance if their child's behaviour could lead to positive handling and this will be recorded in the child's individual support plan.

Recording and Reporting of positive handling interventions:

Documentation:

All incidents involving positive handling interventions must be documented on CPOMs within 24 hours and logged under the category 'Use of Restraint'.

Notification:

Parents or guardians will be informed of the incident on the same day. A member of the Senior

Leadership Team will be notified that positive handling had been used and will review the incident report.

Please see the Positive Handling Policy for full details.

13. Off-site behaviour

The same behaviour expectations are in place for conduct off-site as when pupils are in school. Consequences may be applied where a pupil has behaved in a manner which does not meet the schools principles and values off-site when representing the school. This includes the following situations:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

14. Online behaviour

The school may issue consequences to pupils for online which does not meet the schools principles and values or when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

15. Racist or bullying behaviour

Haydon Abbey School and Preschool does not tolerate bullying or racist behaviour of any kind.

There is a full programme of PSHE activities to help raise awareness and help children understand that we all must challenge racism. All complaints, whether from a child or parent, must be reported to the Headteacher. All reports of racist incidents or name calling should be referred to the Headteacher who will follow the procedures which are set out in the Racial Equality Policy.

16. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting

TYPE OF BULLYING	DEFINITION
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Anti-Bullying Commitment

Our school is committed to providing a safe, caring, and inclusive environment where every child can learn and thrive without fear of bullying. We believe that all forms of bullying—whether physical, verbal, emotional, or cyber—are unacceptable and will not be tolerated.

We strive to:

- **Promote Respect and Kindness:** Every member of our school community is expected to treat others with respect, kindness, and consideration. We actively teach and model positive behaviour and social interactions.
- **Early Intervention:** We are committed to identifying and addressing bullying behaviour early. Pupils are encouraged to report any concerns, and staff are trained to respond promptly and effectively to any reports of bullying.
- **Support for All:** We provide support for both victims and those displaying bullying behaviours, understanding that both require guidance and intervention to promote positive change.
- **Inclusive Approach:** We recognise the diverse backgrounds of our pupils and work to ensure that our anti-bullying strategies are inclusive and respectful of all individuals, regardless of race, gender, disability, religion, or sexual orientation.
- **Engage Parents and Carers:** We work in partnership with parents and carers to foster an open dialogue and ensure a consistent approach to behaviour and anti-bullying both at home and at school.
- **Regular Review:** Our anti-bullying practices are regularly reviewed and updated in consultation with pupils, parents, carers, and staff to ensure their effectiveness and relevance.

17. Assaults on staff or allegations of assault against staff

There are separate procedures and guidelines for investigation into incidents of this nature. A report needs to be completed immediately after any assault or allegation. The Headteacher will notify staff of procedures.

18. Working in partnership

As a school we work in close partnership with a range of agencies to improve outcomes for our children. This includes working with partners such as;

- The Virtual School
- Educational psychologists
- Primary pupil referral unit (PRU)
- CAMHS
- Children's Social Care
- Specialist therapists

19. Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and the governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Headteacher.