Hallcroft Infant & Nursery School

Behaviour & Relationships Policy

November 2026

Hallcroft Infant and Nursery School Behaviour Policy

The Governing Body seeks to create an environment in the school which encourages and reinforces good behaviour and relationships in the following ways.

Aims

- To promote self-esteem, self-discipline and positive relationships.
- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Standards of behaviour

Teachers expect high standards of behaviour at all times. Particularly in lessons so that children's good behaviour enables learning to take place effectively and children to make good progress. The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards good standards of behaviour through relationships and inclusivity, based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

School Ethos

The adults at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.
As adults we should aim to:

- encourage relationships based on kindness, respect and understanding of the needs of others; creating a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- ensure fair treatment for all regardless of any protected characteristics.
- show appreciation of the efforts and contribution of all.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective teaching and learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and adapted to meet the needs of the children. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Rules and Procedures

School Rules come from Jenny Mosley's Golden Rules and are as follows:

We work hard.
We are kind and helpful.
We are gentle.
We are honest.
We listen well.
We look after property.

We also use the following phrases throughout school: "walking feet", "kind hands, feet & words" and "inside voices".

The whole school rules and phrases are used consistently in all areas of the school, in lessons, at playtimes and lunchtimes.

We also use the phrase "stop it, I don't like it" or just "stop it" in Nursery. Children are taught to put up the palm of their hand towards the person who is upsetting them or making them uncomfortable and to say stop it/stop it I don't like it. This is to firstly encourage the perpetrator to stop, secondly to develop resilience in our children to stand up for themselves in an appropriate way and finally it also alerts staff that someone needs support.

Rewards

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. We praise attainment, work effort and behaviour equally. A system of moving from green up to silver, then gold, is used and rewards are given when children reach gold. These include rewards for those children who consistently behave well.

Rewards and certificates are given out in class and at others times as appropriate. They are as follows:

- Stickers and certificates
- Head teacher stickers
- Gold Box Treats
- Individual Class Star of the Week.

Sanctions

Although rewards are central to the encouragement of good behaviour, occasionally there is a need for sanctions to register the disapproval of unacceptable behaviour.

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required.
- Group punishment will not be used.
- It should be the behaviour rather than the person that is identified.

In all classes the sanctions depend on the action and developmental age of the child. Incidents are dealt with on an individual basis. All classes have red, amber, green warning boards are used by all members of staff. Followed, if necessary by, withdrawal of privileges, referral to the Headteacher, conversations with parents and, ultimately and in the last resort, suspension or exclusion (following the LEA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions.

Where anti-social, disruptive or aggressive behaviour (including the use of any offensive object or item to cause harm or threaten others) is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Support Agencies may be necessary. This possibility should be discussed with the SENCO/Headteacher.

If behaviour is extreme support will be sought from the Bassetlaw Primary Behaviour Partnership and if behaviour continues to create a significant risk for other pupils or staff, significantly disrupts others learning and/or causes harm to staff and pupils then suspension or permanent exclusion will be considered.

The Use of Physical Intervention

It is anticipated at Hallcroft School that all the above measures will ensure the behaviour of young people is safe and acceptable. However, there may be occasion when despite all the best efforts of staff there is no alternative than to physically intervene with young people to ensure their safety or the safety of others.

Staff in schools have the authority to use reasonable force to prevent a pupil from or continuing to:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the person themself) or
- Prejudicing the good order and discipline at the school, whether during a teaching session or otherwise.

The authority to employ physical interventions when necessary is enshrined in Section 93 of the Education and Inspection Act 2006 and restated in the DfE guidance of January 2016 entitled Behaviour and Discipline in Schools – a guide for Head teachers and School staff.

The necessary use of any physical intervention at Hallcroft is taken very seriously. All appropriate reporting and recording processes will be followed after an incident with parents and carers being informed as soon as is practicable. Staff and senior leaders will ensure that appropriate learning takes place following an incident to ensure all alternative strategies are considered in the hope that we move towards a reduction in physical interventions.

All staff are trained to deescalate situations where possible and the Headteacher and Reception Class teacher have completed a Level 1 Behaviour (CRB) training course.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of the strategies to be used. The class teacher has the initial responsibility for the child's welfare and any concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Behaviour of Staff in school

All staff, governors, students, parents, members of the community and visitors to school are expected to behave in an appropriate manner towards one another, the children and the property. It is expected that adults in school must:

- Have high expectations of pupil behaviour and work rate.
- Interact with children at all times – particularly during less structured times of the day e.g. lunch times, playtimes
- Keep all areas of the school tidy and put resources away carefully
- Not use mobile phones in the classrooms (except at lunch times)
- Must not make posts relating to school on Facebook or other social networking sites.
- Follow the School Code of Conduct
- Support the aims of our British Values, Safeguarding and Prevent Duty Policies.

Guidelines for helpers in school or on visits are given to all helpers. Any persons behaving aggressively in speech or action will be asked to stop. They will be encouraged to calm down and leave any area where the children are present. The Head Teacher will be informed and the people involved will be taken to the Head Teacher's office, so that the matter can be resolved peacefully. In extreme cases the police may be called.

Head Teacher: *Jo Cook* Reviewed: November 2026

Chair of Governors: *Katie Stacey* Date: November 2026