

ABBNEY HILL PRIMARY AND NURSERY SCHOOL



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BEHAVIOUR POLICY

Date policy agreed:	July 2026
Date of next review:	July 2028
Headteacher signature:	
Chair of Governors' signature:	



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1. Vision and Rationale

At Abbey Hill, we believe that positive relationships, warmth and consistency create the conditions in which everyone thrives. Our behaviour policy underpins our sense of belonging.

Abbey Hill is a relational school and we are committed to creating a calm, safe and purposeful environment in which everyone feels valued, supported and proud to belong. Positive behaviour underpins our school values and helps children to develop pride in themselves, pride in their learning and pride in being Abbeyhillians.

We recognise that behaviour can be influenced by experiences, emotions and individual needs. As a school community, we recognise the impact vulnerability can have upon emotional wellbeing, relationships and behaviour. We therefore believe that emotionally-available adults, strong relationships, consistency and a deep sense of belonging are particularly important in helping pupils to feel safe, successful and understood.

We are committed to maintaining high expectations for all whilst recognising that some children may require adaptation or guidance. We believe that all children deserve dignity, understanding and the opportunity to repair and rebuild following mistakes.

2. What We Expect

BE YOUR BEST SELF

Through pupil voice, we have arrived at one overarching rule at Abbey Hill: Be your best self. This not only reflects our high expectations and ambitions but also our belief that when we are our best selves, we all thrive.

Our school values underpin our expectations and rule because we:

- take **PRIDE** in yourself and our school
- have **AMBITION** for yourself and for others
- treat everyone with **KINDNESS**
- uphold **RESILIENCE**, as we work together to help one another



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3. What Adults Do

At Abbey Hill, positive behaviour is taught, modelled, practised and reinforced. Through routines, assemblies, classroom expectations and everyday interactions, pupils learn what it means to be their best self. We value warm, consistent and relational practice in supporting positive behaviour, belonging and learning. Predictable adult responses, emotionally safe classrooms and strong relationships are integral.

All Adults at Abbey Hill:

- model respectful language, manners and behaviour
- act with warmth and positivity, dignity, care and respect
- maintain calmness, safety and consistency
- maintain high expectations for all pupils

We all recognise and support positive behaviour by:

- recognising and celebrating positive behaviour choices
- proactively using reminders, routines and low-level strategies
- using calm, proportionate and predictable responses
- allowing appropriate processing and regulation time where needed

We all understand the importance of relationships and regulation. Therefore, adults:

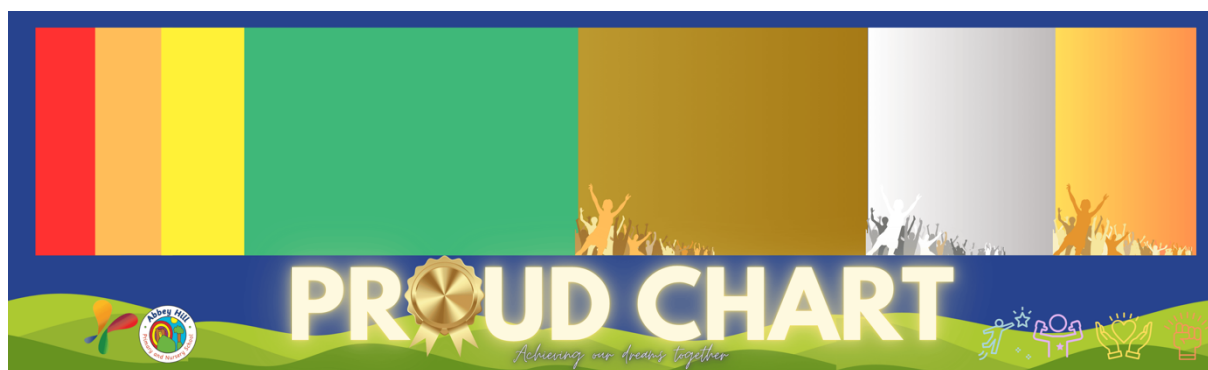
- support pupils to regulate before engaging in restorative conversations
- repair and restore relationships
- work collaboratively across our school community
- are committed professional development of relational approaches and trauma-informed practice.



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4. The Proud Chart



At Abbey Hill, our Proud Chart underpins our Behaviour System.

We begin each day on **Green** (our 'behavioural baseline'). We believe everyone should begin each day positively.

The emphasis is upon recognising and celebrating positive behaviour. Pupils move through Bronze, Silver and Gold phases as a recognition of continued positive choices.

The Proud Chart stages are:

- **Gold, Silver, Bronze** – Positive behaviour choices are noticed, recognised and celebrated.
- **Green** – Behavioural baseline; all pupils begin each day here
- **Yellow** – Formal warning and opportunity to correct behaviour choices
- **Amber** – 5-minute consequence at the next playtime or lunchtime
- **Red** – Serious consequence following continued poor choices after Amber or for serious incidents

Where a sanction point has been reached (**Amber** or **Red**) it remains in place and will be completed even if a pupil moves positively across after a negative choice. Staff avoid drawing unnecessary attention to sanctions and we 'regulate before reasoning'.

We recognise that some pupils may require additional support, regulation strategies or adapted approaches in order to successfully meet behaviour expectations.

In very serious circumstances, pupils may move directly to **Red***

*see 7.Serious Behaviour

5. Recognition and Rewards

At Abbey Hill, we believe recognition plays a central role in relational practice because our pupils should feel noticed, valued and proud of their positive contributions. Recognition reinforces our values and strengthens pupils' sense of belonging.

Pupils may receive Proud Dojos for demonstrating our school values.

Pupils may also receive Proud Dojos for reaching Gold on the Proud Chart.



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All Dojos hold value and contribute towards individual and whole-class recognition. Dojos are cumulative and are not removed once earned.

Whole-school events

Pupils who achieve at least **25 Dojos each term** will attend the term's reward event.

Individual level

As a pupil collects Dojos over the year, they will be recognised through:

- 50 Dojos – Certificate
- 100 Dojos – Pin Badge
- 150 Dojos – Special Reward event in school.

6. Lunchtime Behaviour Systems

We recognise the importance of active, social and enjoyable lunchtimes. We are also mindful that unstructured times can sometimes be challenging. Our lunchtime behaviour system has been developed through pupil voice because we are committed to ensuring that our systems are understood, predictable and shared.

Adults continue to maintain calm, relational and consistent approaches throughout lunchtime whilst maintaining high expectations for behaviour and conduct.

The lunchtime behaviour system expects the same standards and rule adherence as the rest of the school day but our behaviour system operates as follows:

- Raffle Ticket – Positive behaviour choices noticed and recognised (with a subsequent prize draw)
- Yellow Card – a warning
- Red Card – 5-minute time out consequence
 - On serious occasions, a red card may be awarded instantly.

Where lunchtime behaviour requires further support or consequence beyond this system, midday staff will liaise with our lunchtime lead or SLT/CFSW.



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7. Serious Behaviour

Whilst most behaviour can be supported through relational practice, regulation and consistent routines, there are occasions where behaviour is so serious that it requires significant adult intervention and consequence.

Such behaviour is responded to calmly, consistently and proportionately. Wherever possible, we seek to regulate before reasoning but we are also clear that some behaviours (see 8. Unacceptable Behaviours) are completely unacceptable.

In serious circumstances, pupils may move directly to Red on the Proud Chart. Consequences and next steps will then be determined by SLT and/or the Child and Family Support Worker.

Whilst staff recognise that serious behaviour is a form of communication, such behaviour can impact many members of the school community. Staff therefore take opportunities to discuss serious incidents together to ensure our responses are supportive and consistent for all. This also allows adults to carefully consider how best to support pupils to reset, repair relationships and successfully return to learning.

Serious incidents will be met with some or all of the following:

- restorative conversations
- serious consequences including missing all of at least one playtime or lunchtime
 - The purpose of a consequence is to help pupils reflect upon behaviour choices, repair relationships, understand impact and successfully return to learning.
- parental involvement
- a Behaviour Monitoring card
 - For at least one week, shared with home, monitoring behaviour and shared with a senior leader.
- internal support inc. adapted provision or support plans

And may result in:

- involvement from outside agencies
- internal isolation
- suspension or exclusion, where necessary

In addition to serious incidents, ongoing monitoring of behaviour may also lead school to identify patterns or trends within a pupil's behaviour choices. In these circumstances, school will seek to implement supportive strategies and appropriate provision in order to support the pupil successfully whilst also taking repeated negative behaviour choices seriously and maintaining high expectations for behaviour and conduct.

Throughout all responses to serious behaviour, adults continue to maintain high expectations whilst treating pupils with dignity, care and respect.

8. Unacceptable Behaviours

We are committed to maintaining a safe, respectful and inclusive environment for all members of our school community. We are clear that some behaviours are completely



unacceptable:

- bullying and child-on-child abuse
 - Allegations of bullying will be investigated in accordance with the school's Anti-Bullying procedures and Child-on-Child Abuse Policy.
- racist, discriminatory or hate-related language or behaviour:
 - The school will not tolerate discrimination, harassment or victimisation relating to any protected characteristic as defined by the Equality Act 2010.
- threatening, aggressive or violent behaviour towards pupils or adults
- physical assault
- sexual misconduct
- repeated use of inappropriate or foul language
- intentional damage to property
- unsafe behaviour which places others at risk
- harassment, intimidation or deliberate humiliation of others
- refusal to follow adult instruction where this impacts upon safety
- behaviour which significantly disrupts the learning, safety or wellbeing of others

Such behaviours will be responded to in partnership with SLT/CFSW and parents/carers. Support may also involve outside agencies or Transform Trust staff.

Consequences for unacceptable behaviour will be proportionate to the seriousness and context of the incident. They may include internal isolation, suspension or exclusion where necessary.

9. Time away from class

In some circumstances, pupils may require a period of time away from their own classroom or peers. This may be used where behaviour is serious, unsafe or significantly impacting upon the learning, safety and/or wellbeing of others.

Internal isolation provides pupils with time and space to:

- regulate
- reflect
- restore
- reset and plan for a successful return to learning
- return to learning

Throughout, adults continue to maintain calm, relational and consistent approaches whilst maintaining high expectations for behaviour and conduct. This is not the same as seclusion (see our Restrictive Physical Interventions & Use of Reasonable Force Guidance).



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10. Transitional Behaviours

At Abbey Hill, we recognise that transition points throughout the school day can sometimes be challenging, particularly following unstructured or social times such as breaktimes and lunchtimes. We understand the importance of supporting pupils to regulate, reconnect and feel ready to learn successfully following these periods.

At Abbey Hill, we recognise that pupils are more able to reflect, restore relationships and engage in meaningful conversations about behaviour once regulated. Adults therefore seek to support regulation before engaging in restorative conversations or reasoning around consequences.

Adults intentionally support positive transitions through calmness, emotional availability and relational approaches which are informed by the Bounce Approach. This may include:

- positive meet and greets
- warm welcomes back into classrooms
- calm re-entry routines
- smiles, acknowledgements and positive interactions
- supportive check-ins where appropriate
- clear and predictable expectations

Where appropriate, some pupils may access additional support through our Bounce approach, providing short-term support to regulate, reset and successfully return to learning.

11. Adaptive Support

At Abbey Hill, we recognise that some pupils may require additional support, adaptation or guidance in order to successfully meet behaviour expectations. We are committed to maintaining high expectations for all pupils whilst recognising the importance of understanding individual needs, experiences and barriers.

We recognise that behaviour can sometimes be influenced by:

- diagnosis-led behaviours
- SEMH needs
- attachment or trauma
- communication needs
- sensory needs

We pride ourselves in knowing our pupils and therefore make all best endeavours to adapt provision to support pupils to succeed. Therefore, our adaptations should precede any negative behaviour choices. We also recognise there may be circumstances and occasions when this is not successful.

Where appropriate, pupils may receive additional support through:

- adapted approaches and reasonable adjustments
- the Bounce approach inc. bespoke soft starts
- bespoke transitional support



- adapted provision
- pastoral support from the Child and Family Support Worker
- support from external agencies
- individual risk assessments or behaviour plans where necessary

We remain committed to ensuring all pupils feel safe, valued and supported. Adaptations and support are used to help pupils successfully access all aspects of school life whilst maintaining clear expectations for behaviour and conduct.

12. Parents/Carers as Partners

The importance of strong relationships between home and school is crucial in supporting positive behaviour. We believe pupils are best supported when parents/carers and school work together positively, consistently and respectfully.

At Abbey Hill, we will:

- communicate with parents/carers regarding behaviour concerns
- work collaboratively with families to foster successful outcomes
- expect support for the school's behaviour expectations and values from home
- seek to build positive relationships with families
- provide support and guidance where appropriate in order to help pupils succeed

13. Physical Intervention, RPI and Reasonable Force

We are committed to maintaining the safety and wellbeing of all. In some exceptional circumstances, physical intervention, RPI (Restrictive Physical Intervention) or reasonable force may be necessary.

The use of RPI is only necessary to prevent a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise

Further information can be found within the school's RPI and Reasonable Force Guidance and Positive Handling Policy.



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14. Behaviour outside of schools

While parents are responsible for their children's behaviour outside of school, the school has a statutory right to take action if behaviour outside of school has a significant impact on members of our school community.

In accordance with Department for Education (DfE) guidelines, schools can impose sanctions for behaviour outside of school when:

- It affects the welfare and safety of children or staff.
- It negatively impacts the reputation of the school.
- It poses a threat to another pupil or member of the public.

When schools are informed of negative behaviour incidents that occur outside of school and determine such incident to have had a significant impact on our school community, we will work closely with parents to provide support. The school will always seek to work in partnership with parents to address behaviour issues outside of school and ensure the well-being of our children and community.

15. Electronic Devices including mobile phones.

Children are not permitted to keep electronic devices, such as smart watches or mobile phones or iPads with them during the school day. An exception may be made in cases where mobile phones are linked to medical needs.

Parents and carers are encouraged to consider carefully whether a pupil needs to bring a mobile phone to school.

DfE guidance recognises that schools may require devices to be handed in, securely stored and returned at the end of the day. As a result, Abbey Hill Primary and Nursery School requires all mobile phones and smart devices brought onto the school site to be switched off and handed to the school office for the duration of the school day.

We recognise some pupils, particularly older pupils, may need a mobile phone when travelling to and from school. Where a pupil brings a mobile phone to school:

- The phone must be **switched off before entering the school site.**
- The phone must be **handed to the school office immediately upon arrival.**
- The phone must be collected from the school office at the end of the school day.

Pupils must not carry mobile phones on their person, in their bags or in classrooms during the school day. Smart watches with communication, camera or internet capability are treated as mobile devices and are not permitted. In cases of repeated failure to comply, the device will be confiscated, and parents will be asked to collect the devices from the office.

Whilst the school will take reasonable steps to store devices securely, devices are brought to school at the owner's risk. The school will not normally accept responsibility for loss, theft or accidental damage.

16. Measures to keep children safe

The safety and well-being of all children are our highest priority. To ensure a safe



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learning environment, the school may take certain measures when necessary, in line with legal guidelines. These measures include:

Confiscation of inappropriate items:

If a child brings items to school that are deemed unsafe or inappropriate (such as mobile phones, electronic devices, weapons, or illegal substances), staff have the legal right to confiscate these items to prevent harm or disruption. Confiscated items will either be returned to the child or their parents at the appropriate time, or in some cases, handed over to the police.

Searches:

The Department for Education's *Searching, Screening and Confiscation* guidance gives schools the power to search pupils for prohibited items and for items banned under the school's behaviour policy where there are reasonable grounds for suspicion.

At Abbey Hill, the safety and wellbeing of all members of our school community is our highest priority. Where there are reasonable grounds to suspect that a pupil may be carrying a prohibited, unsafe or restricted item, authorised staff may undertake a search in accordance with Department for Education guidance and relevant legislation.



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17. Roles and Responsibilities

Staff

All staff at Abbey Hill are responsible for:

- maintaining high expectations for behaviour and conduct
- implementing the behaviour policy consistently and fairly
- building positive relationships with pupils
- maintaining calm, safe and respectful environments
- recognising and celebrating positive behaviour choices
- working collaboratively with colleagues and families to support pupils successfully

Pupils

Pupils at Abbey Hill are expected to:

- be at their best
- follow school expectations and routines
- demonstrate the school values of Pride, Ambition, Kindness and Resilience
- treat others and the school environment with care and respect
- take responsibility for their behaviour choices

Parents/Carers

Parents/carers are expected to:

- support the school's behaviour expectations and values
- work positively and respectfully with school staff
- communicate with school regarding concerns where appropriate
- support their child in reflecting upon and improving behaviour choices

Leaders including the Operational Behaviour Leader

Leaders are responsible for:

- ensuring the behaviour policy is implemented consistently and effectively
- supporting staff to maintain high expectations and positive behaviour culture
- monitoring behaviour, safeguarding and inclusion across the school
- ensuring behaviour systems remain supportive, proportionate and effective

The Behaviour Team incorporates the Headteacher and Deputy Headteacher, who maintain strategic leadership over behaviour, alongside the Child and Family Support Worker, who has a lead operational role in supporting pupils.

Governors

Governors are responsible for:

- supporting and challenging leaders regarding behaviour, safeguarding and inclusion
- ensuring the school fulfils its statutory responsibilities
- reviewing the behaviour policy in line with statutory guidance and school need



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18. Suspension and Exclusion

Enhanced Provision Panel

As a part of Transform Trust Enhanced Provision, any child at risk of suspension or exclusion will be referred to the Transform Trust Enhanced Provision Panel. The panel will work closely with the school and review the support in place for the child, as early intervention to prevent exclusion.

Education at another Transform Trust School (Early Intervention)

After discussion with parents/carers, whilst a review takes place, an opportunity to attend another school within the Transform Trust may be offered for a limited period of time, e.g. am/pm session, or for one day. The pupil will be supervised by a member of staff from Abbey Hill. Appropriate work will be provided by the child's class teacher. On returning to school, an action plan of support will be implemented.

Further information regarding suspension and exclusion can be found within the school's Suspension and Exclusion Policy.

[Abbey Hill Suspension and Exclusion Policy](#)

19. Related Policies

This policy should be read alongside:

- Suspensions and Exclusions Policy
- Child on Child Abuse Policy
- Safeguarding Policy
- Positive Handling Policy
- Equality Policy

20. Policy Review Arrangements

This policy will be reviewed by leaders and governors in July 2028 or if required in response to statutory guidance, safeguarding updates or school need.



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BEHAVIOUR

ONE PAGE OPERATIONAL GUIDE



WHAT ADULTS DO

Calm | Warm | Consistent | Relational | High Expectations

BE YOUR BEST SELF

BE YOUR BEST SELF

This is our one overarching rule.

OUR VALUES IN ACTION

PRIDE

take **PRIDE** in yourself and our school

AMBITION

have **AMBITION** for yourself and for others

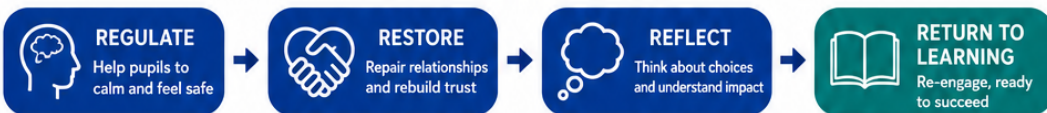
KINDNESS

treat everyone with **KINDNESS**

RESILIENCE

uphold **RESILIENCE**, as we work together to help one another

OUR APPROACH TO BEHAVIOUR



Every response to behaviour should seek to support pupils through this process.

PROUD CHART



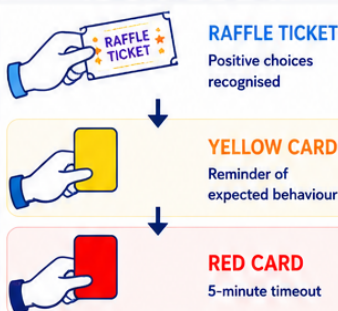
Everyone starts on Green ● Recognition comes first ● Serious incidents may move directly to Red

RECOGNITION & REWARDS

Pride	50 → Certificate
Ambition	100 → Badge
Kindness	150 → Special Event
Resilience	25+ → Termly Reward
Gold	

★ Dojo points are cumulative and contribute to individual and whole-class recognition.

LUNCHTIME SYSTEM



Serious incidents may receive an immediate Red Card.

SERIOUS BEHAVIOURS

Examples include (but are not limited to):

- Violence
- Bullying
- Racism / Discrimination
- Sexual Misconduct
- Unsafe Behaviour
- Significant Disruption

Responses coordinated with Senior Leaders and/or CFSW may include:

- Monitoring Card
- Support Plan
- Parent Meeting
- Internal Isolation
- Agency Support
- Suspension (where necessary)

POLICIES WHICH SUPPORT THIS APPROACH



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