

# Behaviour at Hayes Primary School



**No Barriers to Excellence**



At Hayes Primary School, we create a calm, safe and respectful environment where every child feels they belong and that they matter. Through high expectations, clear routines and consistent adult support, children develop positive attitudes, behave well and achieve their personal best. Our approach is rooted in strong relationships and our values of ambition, collaboration and equity.

## Our 3 Simple Rules

Everything we do is built around three clear expectations:

- Be Ready
- Be Respectful
- Be Safe

These rules are simple, consistent and used by all adults and children across the school. They help children understand what is expected of them in every situation – in lessons, at playtimes and around the school.

## Our Approach

Our approach is based on consistency, strong relationships and high expectations.

- Calm, consistent adult behaviour
- Clear, consistent routines
- Positive relationships
- Build self-esteem
- Restorative conversations

We believe that children respond best when expectations are clear and adults are predictable, fair and supportive.

## Promoting Positive Behaviour

We place a strong emphasis on recognising and encouraging positive behaviour. Children are regularly praised and celebrated. This includes:

- Verbal praise and encouragement
- ‘Star of the Week’ in celebration assembly
- Fantastic Friday Phone calls home to share positive moments
- ‘Over and above’ stickers and certificates
- Breakfast or hot chocolate with the Headteacher
- Whole-class rewards like ‘Out of the World’ points
- Dexter time
- Headteacher, Deputy Headteacher and Assistant Head stickers



By focusing on what children do well, we build confidence, motivation and a sense of belonging.

## If Behaviour Falls Below Expectations

Like all schools, there are times when children make the wrong choice. When this happens, we respond in a calm, consistent and fair way.

1. A private reminder of expectations
2. A clear warning (privately given so as to not publicly shame)
3. A consequence to teach cause and effect (for example, ‘give back’ time at play or lunchtime)
4. Time out of class, if needed
5. A restorative conversation

Children are always given the opportunity to reflect on their behaviour, understand the impact of their actions and make better choices moving forward.

## What is Give Back Time?

'Give back' time is when a child spends time (less than 5 minutes, with their teacher; more than 5 minutes with SLT) at play or lunchtime reflecting or completing missed learning. You will be notified by email if your child receives a 5 minute SLT 'Give Back'.

This helps children to understand that:

- Parents and school are working together
- Actions have consequences
- Learning time is important
- We take responsibility for our choices

If a child receives three or more SLT 'give back' times of five minutes or more within a half term, parents are invited to meet with the class teacher to discuss how we can work together to support improvement.

## Persistent Low Level Behaviours

If low-level behaviours continue over time, we will work more closely with families through a stepped approach:

- Meeting with the class teacher
- Meeting with the Year Group Lead
- Meeting with a member of the Senior Leadership Team (SLT)
- Meeting with the Headteacher

This ensures that the right level of support is put in place, and that we are working together to help the child succeed.

## Restorative Conversations

A key part of our approach is helping children to reflect and learn from their behaviour. After an incident, adults will talk with the child to explore:

- What happened and how they are feeling
- Who was affected
- How others might have felt
- What can be done to put things right
- How to make better choices next time

This helps children develop empathy, responsibility and self-awareness.

## Serious Behaviour

In rare cases where behaviour is unsafe or significantly disrupts others, we will act quickly and decisively. This may involve:

- Immediate consequences
- Time out or removal from class
- Involvement of senior leaders
- Communication with parents

## Working in Partnership with Parents

Strong partnerships with parents make a real difference. We ask parents to support us by:

- Reinforcing our school rules: Be Ready, Be Respectful, Be Safe
- Talking positively about behaviour expectations
- Supporting school decisions and consequences
- Letting us know about anything that may affect your child

When home and school work together, children receive clear, consistent messages and are more likely to succeed.