HAWLEY PRIMARY SCHOOL

POSITIVE RELATIONSHIPS AND BEHAVIOUR MANAGEMENT POLICY

AGREED BY GOVERNORS: Autumn 2026
LATEST REVIEW: Autumn 2026
NEXT REVIEW: Autumn 2027

Rationale

At Hawley Primary School, we believe that we are all one community: The Hawley Family. It is our responsibility to develop our children to learn and play in a calm, consistent and nurturing environment where everyone feels happy, safe and secure.

We aim to ensure that each child develops self-respect, empathy, self-discipline and personal qualities including honesty and determination, as detailed in our Hawley values and mission statement. Therefore, the success of this policy is reliant upon the involvement and commitment of all members of our school community. By working together, we can achieve our core value - learning for life.

Aims

At Hawley Primary School we aim to:

- Create a positive culture that promotes excellent behaviour and respect for all
- Ensure that all children learn in a calm, safe and supportive environment
- Develop pleasure in learning, which is evident in all aspects of school life
- Encourage all children to develop a positive view of themselves and respect for other people and their space, feelings and property
- Support children to be aware of strategies to regulate their own behaviour and how their actions affect others
- Promote respect for religious and moral values and tolerance for other races, religions and ways of life
- Encourage all children to achieve their full potential – learning for life

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all children have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

The strategic vision is to raise achievement for all learners and develop children who are ready for the world beyond.

'LEARNING FOR LIFE'

"Pupils' behaviour across the school is highly positive. Classrooms are calm, orderly and purposeful, allowing pupils to focus fully on their learning."
Ofsted Report, June 2026

Legislation 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
- Preventing and tackling bullying: advice for headteachers, staff and governing bodies
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- https://www.gov.uk/government/publications/use-of-reasonable-force-in-schoolsSupporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

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 children's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

Our Golden Rules

In our school, we have six 'Golden Rules' displayed in every classroom, which we encourage all children to follow.



"The Golden Rules are helpful; we follow them at school so that everything is fair."
Olivia Y5, School Council, 2025

Promoting a Positive Culture

We recognise that children learn by example. Our adults set that good example, through always role modelling and having high expectations. These high expectations of behaviour apply to all children when they are wearing our school uniform. All adults working with the children have a responsibility for behaviour. We will teach our children how to be considerate, well-mannered and self-disciplined.

"If there is a choice between kindness and negativity, choose kindness"
School Council, 2024

"Relationships are respectful, and pupils are polite and considerate towards staff and each other. Older pupils take pride in supporting younger children and taking on responsibility."
Ofsted, June 2026

- **Putting relationships first.** This requires a school ethos that promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community. Everything we do is based on building positive attachments (mutually respectful relationships) with our children.
- **Maintaining clear boundaries and expectations around behaviour.** Changing how we respond to behaviour does not mean having no expectations, routines or structure. To help our children feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable, consistent routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.
- **Being 'fair' is not about each child getting the same (equality) but about everyone getting what they need (equity).**
- **Restorative practice.** Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible and for those responsible to acknowledge this impact and take steps to put it right.
- **Taking a non-judgmental, curious and empathic attitude towards behaviour.** We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children displaying behaviour that challenges need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support. We acknowledge that behaviour is a form of communication of an emotional need.
- Encouraging **parental engagement** and involvement is crucial when addressing and planning support for student's SEMH needs.
- **We look at each event in context** and are committed to explaining our practices to the children, offer them reasons to work with us and encourage reflective dialogue and self-regulation.
- **We treat children as individuals**, ensure that the curriculum is appropriate for each child and that teaching styles are apt, and we use praise and rewards consistently.

"We all keep our language positive - so everyone feels safe in the classroom and outside."
Tabitha Y6, School Council 2025

<u>Roles and Responsibilities</u>

The Child:

- Always follows the school's 'Golden Rules'
- Understands the expected standard of behaviour they should be displaying at school
- Knows that they have a duty to follow the behaviour policy
- Learns the school's key rules and routines
- Is aware of the rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- Can access the pastoral support that is available to them to help them meet the behaviour standards

Children will be supported to meet the behaviour standards and will be supported to develop an understanding of the school's behaviour policy and wider culture.

Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of our behaviour policy.

"Listening to each other, helps us to show respect."
Tilly Y4, School Council 2025

Parents:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Celebrate their child's successes
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following behaviour that challenges (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

All Staff:

- Develop a positive relationship with all children which include:
    - Greeting children at the start of the school day
    - Establishing clear routines
    - Communicating high expectations of behaviour
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the new day afresh
    - Use the Golden Rules as the cornerstone for low-level behaviours - *see Appendix*
    - Using positive reinforcement

- Create a calm and safe environment for pupils
- Establish and maintain clear boundaries of acceptable pupil behaviour
- Implement the behaviour policy consistently and fairly
- Communicate the school's expectations, routines, values and standards during every interaction with pupils and through explicitly teaching behaviour
- Model expected behaviour and positive relationships
- Provide a personalised approach to the specific behavioural needs of particular pupils, including providing additional support to meet the school's behaviour expectations where a pupil has SEND
- Recognise hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Are alert to new and emerging online harms, including risks associated with AI, misogynistic or misandrist content, and financially motivated sexual extortion (sometimes called 'sextortion')
- Consider the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Use de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Record behaviour incidents promptly
- Challenge pupils to meet the school's expectations

The Leadership team will support staff in responding to behaviour incidents.

Headteacher:

- Meet and greet learners in a positive way at the beginning of the day, being a visible presence across the school
- Review this policy in conjunction with the Governing Board
- Routinely engage with pupils, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- Give due consideration to the school's statement of behaviour principles (appendix 1)
- Ensure that the school environment encourages positive behaviour
- Ensure that staff deal effectively with poor behaviour choices
- Monitor that the policy is implemented by staff consistently with all groups of pupils
- Ensure that all staff understand the behavioural expectations and the importance of maintaining them
- Provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensure that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Governors:
As required by the guidance from the Department for Education on "Behaviour and discipline in schools - Guidance for governing bodies", the following is a statement of general principles in 'determining measures to promote good behaviour and discipline amongst pupils' DFE, p2.

The Governing Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation
- Ensuring appropriate systems for filtering and monitoring, and cyber security are in place on school devices and networks
- Ensuring online safety is a running and interrelated theme while devising and implementing the school's approach to safeguarding and related policies and procedures, including understanding safety considerations and legal responsibilities where the school uses generative AI

"We know how to show good behaviour for learning. We practice this in school every day."
Eliza Y6, School Council 2025

How do we promote positive behaviour at Hawley Primary School?

The Curriculum
The curriculum is pivotal in maintaining positive behaviour within our school. The staff promote a sense of caring for each other through a calm, well-organised classroom. Learning experiences are carefully planned according to the knowledge of the children's needs. Teachers ensure interesting and challenging individual, group and cooperative activities which are planned so that children succeed and develop a positive self-image. We encourage creative approaches to teaching and learning across all areas of the curriculum.

Extra-curricular Activities
The school offers extracurricular activities to ensure that all the children could develop a positive attitude and a chance to succeed in a range of activities.

Stars of the Week and Golden Assembly
Staff select those children who have followed the 'Golden Rules' or those who have worked hard in a particular area of the curriculum – this includes academic and social aspects of behaviour. The names of these children are announced each week on Friday in our Golden Assembly, and certificates are presented by the Headteacher.

Teaching Children About Behaviour
Behaviour expectations are taught explicitly at the beginning of each new academic year. Children re-visit these expectations in PSHE lessons across the year.

At Hawley Primary School the children are frequently involved in stories, assemblies, planned curriculum activities and games which teach them about appropriate ways to behave. These include:

- Recognising right and wrong
- Showing respect to members of staff and each other
- Following good examples
- Sharing
- In class, making it possible for all pupils to learn
- Moving quietly around the school
- Treating the school buildings and school property with respect
- Helping others
- Challenging and reporting behaviour that is discriminatory, harmful or disrespectful towards others, including behaviour influenced by prejudice, misogyny, misandry or harmful online content
- Following our Golden Rules

Raising Self-Esteem
Children who behave in an exemplary way are often those who have strong levels of self-confidence and self-esteem. At Hawley Primary School we aim to raise the self-esteem of each child by:

- Ensuring staff know them well
- Recognising and using individual strengths, abilities and skills
- Having high expectations
- Ensuring that mistakes are dealt with so that every day is a fresh start
- Making sure all children are well cared for, safe and secure in school
- Listening to both sides of a story
- Apologising if we make mistakes
- Engaging the children in discussion and activities during circle time

Building a Partnership with Parents/Carers
We recognise that when a child's Parents and School agree and work together the child is more able to behave well because he/she is receiving consistent and supportive messages. We aim to build a partnership with Parents by:

- Forming relationships with Parents when the children are attending pre-school and Nursery
- Regular communication with Parents about the child's wellbeing, classwork and behaviour
- Encouraging Parents to keep Teachers informed of any challenges that may impact school
- Letting Parents know about school policies, arrangements and practices
- Providing opportunities for Parents and Staff to meet
- Dealing with difficulties in a confidential, professional and open-minded way

Supporting Staff in the Management of Behaviour
At Hawley Primary School we endeavour to ensure that:

- Systems are in place for all staff to take a collective responsibility in the management of behaviour.
- Through effective communication, staff can address behavioural issues consistently.
- Shared script in the management of behaviours that challenge.
- Staff can request outside support to manage challenging behaviour. The Leadership Team are involved at every stage in the management of children's behaviour.
- Ongoing professional development opportunities including regular Team Teach update training.

Rewards and Reflection
Children who behave well are praised appropriately. The praise is given in several forms, e.g., positive chat, sticker charts, Dojo points for following the 'Golden Rules', selection for Star of the Week, class-based Dojo rewards, positions of responsibility and our sought-after STEPS Award.

Positive Reinforcement Strategies

- Referencing the Golden Rules as part of our everyday practice using shared, positive language
- Dojo Points to be given for following the Golden Rules. These are awarded individually by all staff members for a collective class total. When the class have earned 1000 Dojo points collectively, they will earn a whole class reward such as a film afternoon, a mufti day or an appropriate activity of their choosing.
- House Points will be given to individual children for academic achievements and outcomes. These also go together to form a collective total. The House winner is announced weekly.

<u>Responding to behaviour that challenges:</u>
Behaviour includes:

- Name calling
- Deliberate acts of violence
- Bullying - See definition of 'Bullying' and the schools Anti-Bullying Policy
- Offensive language
- Harming property
- Stopping others from learning
- Refusing to follow a reasonable instruction
- Telling lies or being untruthful

Engaging with learning is always the primary aim. For most children, a reminder is all that is required. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should consistently praise the behaviour they want to see. All learners are given the opportunity to reset and modify their behaviour. Children are held responsible for their behaviour. Staff will use the 'Steps to Success' to ensure consistency.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention. See our policy on the use of restrictive interventions for more detail on prevention and de-escalation strategies.

Steps to Success

If a child chooses not to follow our 'Golden Rules', all staff follow these steps:

Step 1	**Redirection**	Gentle encouragement/guidance based on your relationship with the child
Step 2	**Reminder**	A reminder of the Golden Rules delivered privately wherever possible. This does not mean taking the child out of the room. The teacher makes the child aware of their behaviour. The learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible Use the phrase, 'I wonder if…' or 'I can see that…'
Step 3	**Last Chance**	Verbal caution delivered privately, if possible, within the learning environment, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'I wonder if…' or 'I can see that…' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good choices. Teacher to explain that reflection time is the next step.
Step 4	**Reflection**	If the pupil still does not engage, the teacher will inform the child that there will be a reflection. This will take place immediately and will act as an opportunity for the child to reflect and refocus their behaviour. The member of staff who has been addressing their behaviour and delivered the last chance verbal caution to engage in a restorative conversation using reflection chart – *see Appendix* For every Golden Rule broken, the number of minutes of the child's age is the consequence.
Step 5	**Internal Reflection**	If a child has had reflection and continues to display behaviour that challenges, they will be provided with work to complete in an alternative location as an 'Internal Reflection'. Incidents must be recorded on CPOMs using ABCC, and parents are informed by the class teacher at the earliest possible point. Additional information recorded in the incident report may include: • When and why this approach might be used • What it involves (location, supervision, duration) • How parents/carers will be informed • How staff will monitor its use and impact • What support will be put in place for pupils who need it
Step 6	**Formal Meeting**	If behaviour is consistently poor and repeated episodes of reflection or internal referral are made, a formal meeting with the headteacher and parents will be arranged to discuss next steps in supporting the child's needs.

On some occasions it may be necessary to take specific action to help children learn more appropriate behaviour. This may include:

- An individual behaviour plan. This includes individualised strategies to support a child when they become dysregulated.
- Advice from the Primary Behaviour Service (PBS)
- Assessment by the Educational Psychologist
- Referral to the Child Therapy Service - CAMHS
- Referral to Early Help Hub

Recording such behaviours will be an important part of providing an accurate picture of a child's behaviour. This will help to identify reasons and possible solutions.

Off-Site behaviour that challenges
Steps to Success will be applied where a child has not followed the Golden Rules off-site when representing the school. When the child is**:**

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform

Steps to Success may also be applied where a pupil has misbehaved off-site, at any time, whether the conditions above apply, if the Behaviour that challenges:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Reflections and consequences will only be given on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online behaviour that challenges
The school will issue behaviour reflections to pupils for online misconduct when:

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

This includes harmful content created, altered or shared using artificial intelligence (AI), including nudes and semi-nudes. Consequences will be issued during school time.

<u>Managing Extreme Cases of behaviour that challenges</u>
If a child demonstrates more severe behaviour that challenges in the classroom, walkie talkies will be used to alert additional adults or the adult's lanyard should be sent to the Leadership Team. An immediate response will be made. The following procedures should be followed:

- De-escalation strategies to be employed to calm and reassure
- Encouragement to participate appropriately or to leave the room with the adult
- Praise and reward if the child complies with instructions
- Removal of the child (or class) to avoid harm to self or others
- All staff informed of strategies to be employed with identified children following their individual behaviour map
- Parents to be informed of the child's behaviour and actions taken at the end of the day
- All incidents to be fully documented with details of incident, actions taken and outcome on CPOMs as close to the incident as possible
- SENDCo to be informed and action taken accordingly i.e., involvement of the appropriate agencies, referral etc.

Removal from the Classroom
In response to serious or persistent breaches of this policy, the school may remove the child from the classroom for a limited time. Children who have been removed will continue to receive education under the supervision of a member of staff in a calm, safe environment.

Removal is a serious sanction and will only be used in response to serious Behaviour that challenges. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- De-escalate and allow children to calm and remain safe space
- Maintain the safety and wellbeing of all pupils
- Allow the child with behaviour that challenges to continue their learning in a managed environment

A child who has been removed from the classroom is supervised by a member of the Leadership Team, and then once in Recovery Level 1 (see appendix for graph), with their trusted adult (teacher or teaching assistant). Children will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. The reintegration process back into the classroom begins when it is safe to do so and the child is in recovery level 2. The school will consider what support is needed to help a child successfully reintegrate into the classroom and meet the expected standards of behaviour. Parents will be informed on the same day that their child is removed from the classroom.

Alternative approaches for children with behaviours that challenge who are frequently removed from class, may be:

- Deployment of staff
- Individual behaviour plan – *see Appendix*
- Multi-agency assessment

Staff will record all incidents on CPOMS.

Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions.
Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways. Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances. The school does not have a 'no contact' policy and will not grant any requests by parents or staff not to use reasonable force and/or other restrictive interventions.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among children, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer alternative or standing position as quickly as possible

Staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in its safe and lawful use and in preventative strategies. When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Please see our restrictive intervention policy for more information.

Team Teach
Occasionally it is necessary to hold a child to stop them hurting themselves or others. **The Hampshire Local Authority Guidelines 'Restrictive Physical Intervention' on restraining children will be strictly adhered to on these occasions. Staff MUST be fully trained in accordance with the guidelines and MUST be in the presence of another adult when implementing this strategy.** At Hawley Primary School we use the Team Teach approach.
Appendix – Team Teach Information for Families

Seclusion
Seclusion is a **non-disciplinary intervention** that keeps a child confined to a place away from others and prevents them from leaving, for the safety of that child and/or others.

We only use seclusion as a safety measure when a child is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful Behaviour that challenges.

During seclusion:
- The child will be secluded in a safe place that does not feel threatening or intimidating to them, either the Den or the Allsorts Room.
- Two members of staff will always supervise the child.

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Recording and reporting requirements
Staff have a legal duty to record and report all:
- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our Restrictive Intervention Policy for more information.

Suspension and Permanent Exclusions
The school can use suspension and permanent exclusion in response to serious incidents or in response to significant behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort. The school will support families to contact agencies who can provide the appropriate support as required.
Please refer to 'School Suspensions

Children Who Run Out of Class or Off-Site
Children who run away when asked to come to the Teacher or adult are to be left to do so. The Leadership Team should be informed **immediately** to ensure the site is secure. The child will then be safely supervised from a distance. Once the child has returned to the classroom or building, the Headteacher will provide the appropriate consequence. Parents will be informed at the end of the school day. In the event of the child going off site the Police and Parents will be informed immediately.

All incidents should be fully documented with details of the incident, actions taken and the outcome using the electronic CPOMs system.

An immediate meeting with the Parents, Headteacher, Class Teacher and SENDCO will be called to discuss future provision.

The appropriate agencies will be called to discuss strategies and provision i.e., Educational Psychologist, Primary Behaviour Service, Children's Services.

A review of provision may be necessary once it is deemed that a child is unable to access the educational provision offered at the school. Adaptions to the child's timetable at school will be agreed in collaboration with parents.

Extreme Behaviour that Challenges or Violence
In the extreme circumstances of continued challenging behaviour or violence in school the child will be excluded for a fixed term period. Such a decision will only be in the event of all other strategies failing to modify a child's behaviour and will adhere to DfES Guidelines on Exclusions. *See Exclusion and Suspensions Policy*

Safeguarding
The school recognises that:
- Changes in behaviour may be an indicator that a child needs help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

We will consider whether a child's Behaviour that challenges may be linked to them suffering, or being likely to suffer, significant harm. Staff will follow the school's child protection policy and speak to the designated safeguarding lead (or deputy).

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, community-based early help, targeted early help or a referral to children's services is appropriate. Please refer to our child protection and safeguarding policy for more information

Bullying
Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can involve an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship, which makes it difficult for those they bully to defend themselves. The imbalance of power may be physical, psychological, derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate.

Bullying is therefore:
- Deliberately hurtful
- Repeated, often over a period
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobe • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality) or perceived characteristic
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
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, including content generated or altered using AI

Incidents are often difficult to detect as the victim may not wish to report incidents to an adult. However, we encourage all children to feel comfortable to tell a trusted adult. If you are at all worried that a child may be a victim of bullying in terms of the above definition it is important to discuss with colleagues and Parents. All incidents of this nature are reported to the Headteacher. For further guidance see the schools **Anti-Bullying Policy**

Child-on-child abuse

We recognise that children can abuse other children. Abuse will never be tolerated or passed off as "banter", "just having a laugh", "part of growing up", or "boys being boys", as this can lead to a culture of unacceptable behaviours, misogyny, and an unsafe environment for children.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy. Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse. This is available on the school website.

Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items found in a child's possession because of a search will be confiscated. These items will not be returned to the child. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a Child

Searches will only be carried out by a member of the Leadership Team. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the child, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the child can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the child; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept. If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher/designated safeguarding lead or designated deputy safeguarding lead who may have more information about the child. During this time, the child will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the child is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the child has agreed. An appropriate location for the search will be found. Where possible, this will be away from other children. The search will only take place on the school premises or where the member of staff has lawful control or charge of the child, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the child
- Explain to the child why they are being searched
- Explain to the child what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the child the opportunity to ask questions
- Seek the child's co-operation

If the child refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.
If they still refuse to co-operate, the member of staff will contact the headteacher or designated safeguarding lead, to try and determine why the child is refusing to comply.

The authorised member of staff will then decide on the next course of action. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the child harming themselves or others, damaging property or from causing disorder.

An authorised member of staff may search a child's outer clothing, pockets, possessions, desks or lockers.
Outer clothing includes:
- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g., a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching Child's Possessions
Possessions means any items that the child has or appears to have control of, including:
- Trays
- Lockers
- Bags

A child's possessions can be searched for any item if the child agrees to the search. If the child does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules. An authorised member of staff can search a child's possessions when the child and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.
The staff member who carried out the search should inform the DSL without delay:
- Of any incidents where the member of staff had reasonable grounds to suspect a child was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded on CPOMS.

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:
- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support After a Search
Irrespective of whether any items are found as the result of any search, the school will consider whether the child may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Mobile Phones
We are a smartphone free school. Please see our Smartphone Free Policy.

Zero-Tolerance Approach to Sexual Harassment and Sexual Violence
The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be in line with our child protection and safeguarding policy. Please refer to our child protection and safeguarding policy for more information. This is available on our school website.

Special Education Needs and Disabilities
Recognising the impact of SEND on behaviour
The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions. Pupils with SEND may struggle to distinguish real content from AI-generated content or understand the consequences of online interactions.
The school will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

When incidents of Behaviour that challenges arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of Behaviour that challenges will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of Behaviour that challenges will be made on a case-by-case basis.

When dealing with Behaviour that challenges from pupils with SEND, especially where their SEND affects their behaviour, the school will consider their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:
- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled child caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a child has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of Behaviour that challenges, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the child concerned.
This may include examples such as:
- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as Autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

We will also work with the child their parents/carers and other professionals to develop prevention and de-escalation strategies

Adapting sanctions for pupils with SEND
When considering a behavioural consequence for a child with SEND, the school will consider:
- Whether the child was unable to understand the rule or instruction
- Whether the child was unable to act differently at the time as a result of their SEND
- Whether the child is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the child for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a child who displays behaviour that challenges may have unidentified SEND
The school's special educational needs and disabilities co-ordinator (SENDCo) may evaluate a child who exhibits behaviour difficulties and 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.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care Plan (EHCP)
The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a child with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan. In this instance, advice will be sought from the SEND team at Hampshire County Council.

Inclusion and Equal Opportunities
The school is committed to providing a climate where equality and justice prevail in all areas of school life. This endeavours to foster attitudes and relationships which promote an understanding of others, irrespective of ability, gender, language, racial, cultural, ethnic or religious beliefs. The school recognises that society needs responsible adults who can understand the purpose of the law and respect the rights of others. These attitudes are nurtured and encouraged by all those with whom young people come in contact. The children are encouraged to develop a clear set of rules that draw on basic moral values, and which can be applied to everyday situations. These values are at the heart of the education we provide and endeavour to work in harmony with the ethos of our school.

Pupil transition
Inducting incoming pupils
The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition
To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to ensure behaviour is continually monitored and the right support is in place by sharing information relating to pupil behaviour issues.

Training
As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The safe and lawful use of reasonable force and/or other restrictive interventions
- The needs of the pupils at the school
- How SEND, mental health needs and personal circumstances can impact behaviour
- Trauma-informed practice, deescalation and behaviour management strategies
- Risks associated with use of generative AI
- Identifying and challenging extreme online misogynistic or misandrist content

Behaviour management will also form part of continuing professional development, in collaboration with the Primary Behaviour Team, based at the Hive.

Monitoring and evaluating behaviour
The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions

- Use of pupil support units, off-site directions and managed moves
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Monitoring

This behaviour policy will be reviewed by the headteacher and full governing board 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 chair of governors.

The written statement of behaviour principles will be reviewed and approved by the full governing board annually.

Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and
- Safeguarding policy
- Restrictive interventions policy
- Smartphone free policy
- Artificial intelligence (AI) policy

Hawley Primary School
Governors Behaviour Written Statement
Autumn 2026

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher. The purpose of this statement is to give guidance to the headteacher when developing the positive relationships and behaviour policy for Hawley Primary School.

The headteacher will develop the positive relationships and behaviour policy with reference to the DFE guidance and documents

- All children, staff, governors, and visitors should feel safe, valued, and respected at Hawley Primary School.
- Our whole school approach to the management of behaviour is consistent and adhered to by all members of staff
- Quality relationships between children and staff are paramount to a successful positive relationships and behaviour management policy and is at the heart of the ethos at Hawley Primary School.
- We explore appropriate ways of supporting children to develop their ability to self-regulate both their emotions and behaviour. This includes developing the skills of self-control, empathy, and emotional literacy.
- Our children are taught and supported to take responsibility for and reflect upon their actions and how this can affect others.
- Our practice is sensitive to and informed by attachment and trauma approaches.
- All children, staff, governors, and visitors are respectful of different backgrounds and cultures.
- We explore appropriate ways of supporting staff so they can best aid children with their emotions and behaviour, such as regular training.
- We endeavour to provide appropriate opportunities for all stakeholders to express their views and contribute to the development of behaviour expectations.
- We regularly review the effectiveness of our positive relationships and behaviour policy, ensuring it remains relevant, evidence-informed, and responsive to the needs of our community.
- We expect all adults in the school community - staff, governors, and visitors- to model positive behaviour, respect, and integrity always.

HAWLEY PRIMARY SCHOOL GOLDEN RULES



WE ARE GENTLE



WE ARE KIND AND HELPFUL



WE LISTEN



WE ARE HONEST



WE WORK HARD



WE LOOK AFTER PROPERTY

6 Steps To Addressing Low-Level Behaviour

1

Non-verbal intervention

2

Positive group correction

"Everybody should have their pens down and eyes on me."

3

Anonymous group correction

"Eyes on me. I am still waiting for two people."

4

Private individual correction

"Jeff, it is important you understand the method. Eyes on the board, please."

5

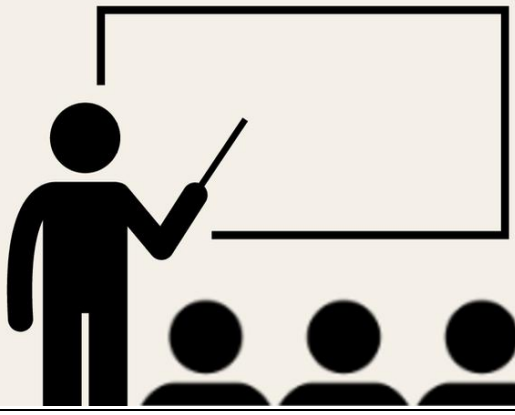
Lightening-quick public correction

"Barbara, pencil down. Brilliant concentration Amanda and Carl. Much better Barbara."

6

Private individual precise praise

"Tom, the explanation you gave to the class just now was outstanding. Well done."



HAWLEY PRIMARY SCHOOL
LEARNING FOR LIFE

STEPS TO SUCCESS FOR ADULTS

STEP 1, REDIRECTION:

Gentle encouragement or guidance based on your relationship with the child.
Catch the good. 'Well done Jeff, I can see that you know how to be kind.'

STEP 2, REMINDER:

Privately (without taking the pupil out of the room) refer to the Golden Rules poster.
Use the phrase: "I wonder if..." or "I can see that..."

STEP 3, LAST CHANCE:

Give a verbal warning (privately where possible) making the child aware of their behaviour and outline that reflection is the next step.
Refer to previous examples of good choices

STEP 4, REFLECTION:

If the pupil does not engage, ask them to leave the classroom immediately for a reflection. When they return, discuss what they can do to make better choices going forwards. ***RETURN TO STEP ONE***

STEP 5, INTERNAL REFLECTION:

Provide work for the pupil to complete in another class or with a member of the Leadership Team.
Record the incident on CPOMs and class teacher informs parents at the earliest point.

STEP 6, FORMAL MEETING:

Inform the Leadership Team so a meeting with the class teacher and parents can be arranged.
A meeting with the headteacher may be required to discuss next steps in supporting the child's choices.

shouted

used unkind words

pushed

kicked

damaged

tore

hit

bit

spat

left out of game

worried

something else

tired

upset

excited

bored

lonely

angry

frustrated

hungry

poorly

What happened?

How were you feeling?

How can we make it right?

What can we do next time?

time away

shake hands

say sorry

ask an adult to help

play together

repair damage

have a hug

cool down

make a card

give a thumbs up

walk away

use my words

count to five

tell an adult

do five star jumps

take five deep breaths

use a focus toy

go to my safe space

do some colouring

I need some help

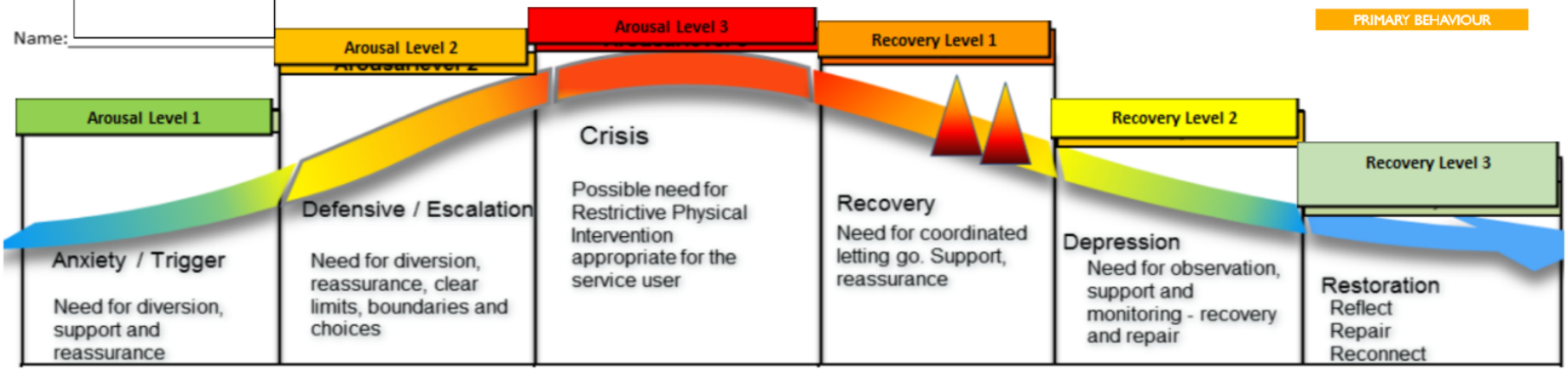
use my help cards

Behaviour Map

Behaviour Map

Hampshire Services
PRIMARY BEHAVIOUR

Name:



De-escalation		Risk reduction	Recover, monitor, Restore		
What do you see?	What do you see?	What do you see?	What do you see?	What do you see?	What do you see?
What do you do?	What do you do?	What do you do?	What do you do?	What do you do?	What do you do?
Review	Review	Review	Review	Review	Review