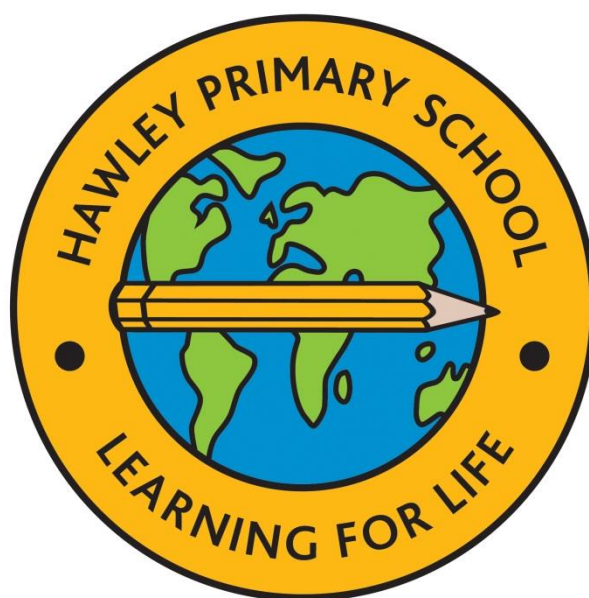


# HAWLEY PRIMARY SCHOOL



## POSITIVE RELATIONSHIPS AND BEHAVIOUR MANAGEMENT POLICY

**AGREED BY GOVERNORS:** Autumn 2023

**LATEST REVIEW:** Autumn 2023

**NEXT REVIEW:** Autumn 2024

**HAWLEY PRIMARY SCHOOL**  
**BEHAVIOUR MANAGEMENT POLICY**

**Contents**

- 1. Rationale**
- 2. Aims**
- 3. Legislation and Statutory Guidance**
- 4. Our Golden Rules**
- 5. What do we mean by 'Good' behaviour?**
- 6. Our Expectations of the children at Hawley Primary School**
- 7. Responsibilities**
  - 7a. Child
  - 7b. Parent
  - 7c. Staff
  - 7d. Headteacher
  - 7e. Governors
- 8. How do we promote positive behaviour at Hawley Primary School?**
  - 8a. The Curriculum
  - 8b. Extra-Curricular Activities
  - 8c. Stars of the Week and Golden Assembly
  - 8d. Teaching Children About Behaviour
  - 8e. Raising Self-Esteem
  - 8f. Building a Partnership with Parents.
  - 8g. Supporting Staff in the Management of Behaviour
  - 8h. Rewards and Sanctions
  - 8i. Positive Reinforcement Strategies
- 9. Responding to unacceptable behaviour**
  - 9a. Steps to Success
  - 9b. Off-Site Misbehaviour
  - 9c. Online Misbehaviour
- 10. Managing Extreme Cases of Difficult Behaviour**
  - 10a. The Red Card
  - 10b. Removal from the Classroom
  - 10c. Suspension and Permanent Exclusions
  - 10d. Children Who Run Out of Class or Off-Site
  - 10e. Extreme Misbehaviour or Violence
- 11. Corporal Punishment**
- 12. Bullying**
- 13. Confiscation, Searches and Screening**
  - 13a. Confiscation
  - 13b. Searching a Child
  - 13c. Searching Pupils' Possessions
  - 13d. Support After a Search
- 14. Zero-Tolerance Approach to Sexual Harassment and Sexual Violence**
- 15. Special Education Needs and Disabilities**
  - 15a. Recognising the Impact of SEND Behaviour
  - 15b. Adapting Sanctions for Pupils with SEND
  - 15c. Considering Whether a Child Displaying Challenging Behaviour May Have Unidentified SEND
  - 15d. Pupils with an Education, Health and Care Plan (EHCP)
- 16. Inclusion and Equal Opportunities**
- 17. Monitoring**
- Appendix**

## **1. Rationale**

At Hawley Primary School, we strongly believe that we are all one community; The Hawley Family. This encompasses Children, Parents, Teachers, School Staff, Governors and Local Authority Officers. It is our responsibility of all of us to develop our children to fully participate and contribute to society in a mutually beneficial way.

We aim to ensure that each child develops self-respect, empathy and concern for others, self-discipline and moral qualities such as truthfulness and honesty, as detailed in our Hawley values and mission statement. Therefore, the success of this policy depends on the involvement and commitment of all members of the community. Only by working together can we improve the quality of education of all our children.

## **2. Aims**

At Hawley Primary School we aim to:

- ❖ Create a positive culture that promotes excellent behaviour, self-discipline, respect and regard for authority;
- ❖ Ensure that all children have the opportunity to learn in a calm, safe and supportive environment;
- ❖ Prevent bullying;
- ❖ Strive to develop pleasure in learning, which is evident in all aspects of school life;
- ❖ Endeavour to ensure that each child develops a positive view of themselves and a respect for other people and their space, feelings and property;
- ❖ Develop a self-disciplined person, who is aware of how their actions may affect others;
- ❖ Work to instil respect for religious and moral values and a real tolerance for other races, religions and ways of life;
- ❖ Encourage all children to achieve their full potential in all areas of the curriculum and develop the necessary skills and knowledge to equip them for their future lives;
- ❖ Ensure that pupils complete assigned work;
- ❖ Ensure that all children start their education happily and will develop lively and enquiring minds.

This policy aims to:

- ❖ Promote good behaviour, self-discipline, respect and regard for authority;
- ❖ 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 children;
- ❖ 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’**

### 3. **Legislation and Statutory Guidance**

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

- ❖ [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- ❖ [Behaviour in schools: advice for headteachers and school staff 2022](#)
- ❖ [Searching, screening and confiscation at school 2018](#)
- ❖ [Searching, screening and confiscation: advice for schools 2022](#)
- ❖ [The Equality Act 2010](#)
- ❖ [Keeping Children Safe in Education](#)
- ❖ [Exclusion from maintained schools, academies and child referral units in England 2017](#)
- ❖ [Suspension and permanent exclusion from maintained schools, academies and child referral units in England, including child movement - 2022](#)
- ❖ [Use of reasonable force in schools](#)
- ❖ [Supporting children's with medical conditions at school](#)
- ❖ It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- ❖ Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- ❖ Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate 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

### 4. **Our Golden Rules**

In our school we have six '**Golden Rules**', displayed in all classrooms, which we encourage the children to follow in order to achieve appropriate behaviour in school. The 'Golden Rules' are:



## **5. What do we mean by 'Good' behaviour?**

As a school we recognise that children learn by example. We therefore aim to provide children with a positive image of what harmonious relationships and common courtesy between all the adults and children who work within Hawley Primary School looks like. We believe adults are responsible for setting a good example, role modelling and having high expectations at all times. These high expectations of behaviour apply to all our children when they are in school, on educational visits or visiting places on behalf of the school.

All adults working with the children have a responsibility for behaviour. The children are expected to respond to whoever is responsible for them. This includes all Staff as well as voluntary helpers and Parents. It is our belief that behaviour is a way of communicating and therefore can be altered through positive relationships and role models. We aim to teach children how to be considerate and self-disciplined individuals.

## **6. Our Expectations of the children at Hawley Primary School**

At Hawley Primary School we expect our children to:

- Talk to each other in a polite and courteous manner;
- Use their words to express how they are feeling and refer to an adult for their help with this if necessary;
- Walk in and around the school building;
- Accept responsibility for their own behaviour and apologise when necessary;
- Show respect for others;
- Listen to each other's point of view;
- Respect their own and others' property;
- Be patient with others;
- Allow other children the space to concentrate when they are working;
- Respond appropriately to all adults;
- Look after the school building and equipment;
- Share responsibilities and resources.

## **7. Responsibilities**

### **7a. It is the responsibility of the Child to:**

- Follow the school's 'Golden Rules';
- Follow the good examples set by others in the school;
- Accept the guidance and advice from staff;
- Wear the school uniform with pride, adhering to the school's uniform policy;
- Behave in a positive way at all times during the school day;
- Follow the school's behaviour policy;
- Adhere to the school's key rules and routines;
- Acknowledge and accept the rewards they earn for meeting the behaviour standard, and the consequences they face if they don't;
- Engage with pastoral support that is available to them to help them if necessary.

Children 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 the behaviour policy. Extra support and induction will be provided for child who are mid-phase arrivals.

### **7b. It is the responsibility of the Parents to:**

- Support the children in following the 'Golden Rules' and adhere to the school's behaviour policy;
- Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education;
- Foster good relationships with the school and support the school in the implementation of this policy;
- Prepare the children adequately for school;
- Get to know the school's behaviour policy and reinforce it at home where appropriate;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly;

- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst 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 work in collaboration with them to tackle behavioural issues.

**7c. It is the responsibility of the Staff to:**

- Encourage the children to follow the 'Golden Rules' and adhere to school's behaviour policy;
- Creating a calm and safe environment for pupils;
- Establish and maintaining clear boundaries of acceptable child behaviour;
- Implement the behaviour policy consistently;
- Communicate the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils;
- Model expected behaviour and positive relationships;
- Provide a personalised approach to the specific behavioural needs of particular pupils;
- Consider their own behaviour on the school culture and how they can uphold school rules and expectations;
- Record behaviour incidents promptly using the electronic system CPOMs;
- Challenge pupils to meet the school's expectations;
- Meet and greet children at key transition points;
- Plan lessons that engage, challenge and meet the needs of all learners;
- Use Class Dojos to recognise pupils who are adhering to the school Golden Rules;
- Be calm and provide opportunities for children to regulate and refocus behaviour when necessary;
- Develop positive relationships with parents, involving them in their child's positive and negative choices;
- Access support from PBS, courses available on ESS Lite and take advice from more experienced members of staff to improve their practice;
- Proactively take part in regular training opportunities provided to them.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

**7d. It is the responsibility of the Headteacher to:**

- Meet and greet learners in a positive way at the beginning of the day;
- Be a visible presence across the school and especially at transition times;
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations;
- Regularly share good practice;
- Support staff in managing learners with more complex or entrenched negative behaviours;
- Monitor school wide behaviour policy and teacher practice;
- Regularly review provision for learners who may need additional support;
- Facilitate access for pupils to support which may include TA-led small group intervention or ELSA;
- Review this policy in conjunction with the governing body;
- Ensure that the school environment encourages positive behaviour;
- Ensure that staff deal effectively with poor behaviour;
- 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;
- Advise on next steps including when/how to contact PBS (Primary Behaviour Services) who can assess the needs of pupils who display continuous disruptive behaviour.
- Make sure the behaviour policy does not unintentionally discriminate against certain groups;

- Ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

#### **7e. It is the responsibility of the Governors to:**

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 Body at Hawley Primary School believe that children behave well when they feel safe and secure and believe that behaviour is an expression of need. We strongly guide the school to develop approaches that reflect this belief and support the pupils to develop their emotional well-being. We also expect the school to provide effect support for pupils with additional needs, whatever they may be.

In addition, we ask school to provide clear guidance for their staff on:

- a. Screening and searching pupils for items which are banned
- b. The power to use reasonable force or make other physical contact;
- c. The power to discipline beyond the school gate;
- d. Pastoral care for school staff accused of misconduct; and
- e. When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour

#### **We know we have achieved these aims when:**

- The children are polite, have high self-esteem and are responsive to others;
- When, as a community, we demonstrate our support for others.

### **8. How do we promote positive behaviour at Hawley Primary School?**

Our approach to good behaviour at Hawley Primary School is based upon the understanding that positive relationships are vital when support children’s behaviour. Alongside this, we believe that encouraging and praising children is more effective than negative actions. Therefore, in our school we use the following methods of helping children to learn, recognise and adopt behaviour that is positive and rewarding.

#### **8a. The Curriculum**

The curriculum is central in maintaining good behaviour within our school. The Staff at Hawley Primary School promote a sense of caring for each other and discouragement of irresponsible behaviour through a calm, well organised classroom. Learning experiences are planned in the knowledge of the children’s levels of ability. Teachers also ensure interesting and challenging individual, group and cooperative activities 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.

#### **8b. Extra-curricular Activities**

The school offers several extracurricular activities to ensure that all the children have the chance to develop their self-image and a chance to succeed in a wide range of activities.

#### **8c. Stars of the Week and Golden Assembly**

Staff select those children who have particularly 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 a Golden Certificate is presented to the applause of the school.

#### **8d. Teaching Children About Behaviour**

Behaviour expectations are taught explicitly at the beginning of each new academic year alongside routines. 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. This includes:

- Recognising right and wrong;
- Following good examples;
- Sharing;

- Working and playing cooperatively;
- Using resources carefully;
- Helping others;
- Reporting problems to adults who can help.

### **8e. 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 exceptionally well;
- Recognising and using individual strengths, abilities and skills;
- Having high expectations;
- Ensuring that mistakes are dealt with and then forgotten;
- Listening to individuals;
- Noting and responding to a child in difficulty;
- Making sure all children are well cared for, safe and secure in school;
- Listening to both sides of a story where there is confusion or disagreement before making a decision;
- Apologising if we make mistakes;
- Engaging the children in discussion and activities during Circle time.

### **8f. Building a Partnership with Parents**

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, work and behaviour;
- Welcoming Parents to help in school;
- Informing Parents if difficulties arise;
- Encouraging Parents to keep Teachers informed of any difficulties that may arise for the child;
- Letting Parents know about school policies, arrangements and practices i.e., Staff changes, lunchtime arrangements via the school's website;
- Providing opportunities for Parents and Staff to meet and exchange views;
- Dealing with difficulties in a confidential, professional and open-minded way.

### **8g. 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.
- An effective communication system is in place so that all Staff can acknowledge difficulties and seek help from other members of the team where appropriate.
- Through discussion, agreed procedures and written policy, staff can address behavioural issues consistently. Staff are also aware that, when appropriate, outside support may be sought in managing challenging behaviour. The Headteacher is involved at every stage in the management of children's behaviour.

### **8h. Rewards and Sanctions**

Children who choose to behave well are praised appropriately. The praise is given in several forms for example: verbal, written /certificates, smiley face/stickers, friendly word referred to another adult, selection for Star of the Week, immediate class-based rewards, positions of responsibility and the sought after STEPS Award. Positive behaviour is managed through:

- The 'Golden Rules';
- Recognition and acknowledgement of good behaviour;
- Rewarding good behaviour – praise, stickers, house points;
- Discussion and circle time;
- The Personal, Social and Moral Education programme of work;
- Religious Education;
- Policy making and implementation;
- Assessment of needs;
- Establishing positive role models: pupils, teachers and support staff, visitors, Parents;



- Clear expectations in all situations;
- Sympathy and sensitivity;
- Observation;
- Confidentiality.

#### 8i. Positive Reinforcement Strategies

- Referring to the Golden Rules.
- 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 each week. The winning House at the end of a half term are rewarded with a treat.

#### 9. Responding to Unacceptable Behaviour

Unacceptable behaviour includes:

- Name calling
- Deliberate acts of violence
- Bullying - See definition of 'Bullying' and the schools [Anti Bullying Policy](#)
- Use of 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 gentle reminder or nudge in the right direction is all that is needed. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should always and consistently be praising the behaviour they want to see. All learners must be given "time out" where necessary to allow children the time and space to reset their behaviour. Children are held responsible for their behaviour. Staff in most situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct

#### 9a. Steps to Success

If a child chooses not to follow our 'Golden Rules', the following procedures are followed:

<b>Step 1</b>	<b>Redirection</b>	Gentle encouragement/guidance based on your relationship with the child
<b>Step 2</b>	<b>Reminder</b>	A reminder of the 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 and take the initiative to keep things at this stage. Use the phrase, 'I wonder if...' or "I can see that..."
<b>Step 3</b>	<b>Last Chance</b>	Verbal caution delivered privately, if possible, 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 behaviour.
<b>Step 4</b>	<b>Time Out</b>	If the pupil still does not engage, the teacher asks them to leave the classroom for a short period of time out. This will take place immediately and will act as an opportunity for the child to reflect and refocus their behaviour. Teachers will engage in a conversation with the child at the end of their time out to discuss what they can do to improve their choices going forwards. If behaviour does not improve following a time out it may be necessary for the teacher to remove some of the child's break/lunchtime, 'You now owe me two minutes during breaktime/lunchtime.' This time

		cannot be removed or reduced once issued. If this happens in the afternoon, this two minutes is paid back before the child goes out onto the playground for home time.
<b>Step 5</b>	<b>Internal Referral</b>	If a child has had time out and continues to display unacceptable behaviour, they will be provided with work to complete in an alternative location. This will be supervised by a member of SLT. Incidents must be recorded on CPOMs and parents need to be informed by the class teacher at the earliest possible point.
<b>Step 6</b>	<b>Formal Meeting</b>	If behaviour is consistently poor and repeated episodes of time out 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 choices.



## STEPS TO SUCCESS FOR ADULTS

**STEP 1, REDIRECTION:**

Discreetly give gentle encouragement or guidance based on your relationship with the child.

**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 pupil aware of their behaviour and clearly outlining the consequence if they continue. Refer to previous examples of good behaviour.

**STEP 4, TIME OUT:**

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

**STEP 5, INTERNAL REFERRAL:**

Provide work for the pupil to complete in an alternative location with a member of SLT. Record the incident on CPOMs and class teacher informs parents at the earliest point.

**STEP 6, FORMAL MEETING:**

Inform SLT so they can arrange a meeting with the class teacher and parents. In some cases a meeting with the headteacher may be required to discuss next steps in supporting the child's choices.

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

- Individual behaviour modification programmes. This involves placing the child on the Special needs Register to monitor progress and working with the child and his /her Parents;
- Seek 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.

### **9b. Off-Site Misbehaviour**

Sanctions may be applied where a child has misbehaved off-site when representing the school. This means misbehaviour 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
- In any other way identifiable as a child of our school

Sanctions may also be applied where a child has misbehaved off-site, at any time, whether the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member (e.g., on a school-organised trip).

### **9c. Online Misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour 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

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member.

## **10. Managing Extreme Cases of Difficult Behaviour**

### **10a. The Red Card**

If a child demonstrates seriously difficult behaviour in the classroom, the classroom Red Card or class teacher's lanyard should be sent to the Headteacher or a member of SLT. An immediate response will be made. The following procedures should be followed as far as possible within the classroom for the safety of the child and other pupils:

- Isolation of the child to avoid harm to self or others;
- Encouragement to participate appropriately or to leave the room with the adult;
- Praise and reward if the child does as he/she is asked;
- All Staff to be made fully aware of strategies to be employed with individual children;
- Parents to be informed of the child's behaviour and actions taken at the end of the day and a meeting to be arranged to discuss future provision for the child;
- All incidents to be fully documented with details of incident, actions taken and outcome on CPOMs;
- SENDCO to be informed and action taken accordingly i.e., involvement of the appropriate agencies, referral etc.

### **10b. 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.

Pupils who have been removed will continue to receive education under the supervision of a member of staff in a calm, safe environment.

Removal can be used to:

- Restore order if the child is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive child to continue their learning in a managed environment
- Allow the disruptive child to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of the Senior Leadership Team. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. 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.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as;

- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Child support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the child in the behaviour log.

### **10c. Suspension and Permanent Exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor 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.

Please refer to our exclusions policy for more information

### **10d. 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 Headteacher/Assistant Headteachers 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 take action to sanction the child accordingly.

The 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 as appropriate to discuss strategies and provision i.e., Educational Psychologist, Behaviour Management Team, Health, Educational Welfare etc.**

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. This may be to go home for lunchtime or attend part-time basis e.g., mornings.

All arrangements should be established with an appropriate time scale for re-integration and in full discussion with the Parents.

### **10e. Extreme Misbehaviour or Violence**

In the extreme circumstances of continued misbehaviour 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 Appendix 1 – Criteria for Exclusions, along with the DfE guidance Appendix B - A non-statutory guide for head teachers. Exclusion process for head teachers, academy principals and teachers in charge of child referral units. This can be found at [Exclusion Guidance](#))

### 11. Corporal Punishment

Staff at Hawley Primary School do not agree with corporal punishment. Hitting children is NEVER used within the school.

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 the time of writing this policy, the school have 4 members of staff trained in the TEAM TEACHH approach.

### 12. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period
- 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: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

### Signs of Bullying

- Bullying may be pushing, underhand behaviour, threats, teasing, swearing, isolating, annoying, and humiliation. Bullying may be aggressive, but aggression is not necessarily bullying.
- A Bully can be a high achiever, a low achiever, someone who may feel the need to be powerful, an adult, a victim.

These incidents are often difficult to detect as the victim may not wish to report incidents to an adult. However, we encourage children to feel comfortable to tell an adult should any incidents arise. 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](#)

### **13. Confiscation, Searches and Screening**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

#### **13a. Confiscation**

Any prohibited items found in a child's possession as a result 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.

#### **13b. Searching a Child**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

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 pupils. 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

### **13c. Searching Pupils' 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.

#### Informing the designated safeguarding lead (DSL)

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 in the school's safeguarding system.

#### Informing parents

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

### **13d. 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.

## **14. 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:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:



- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information

## **15. Special Education Needs and Disabilities**

### **15a. Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance 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 misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account 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

### **15b. Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a child with SEND, the school will take into account:

- 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.

### **15c. Considering whether a child displaying challenging behaviour may have unidentified SEND**

The school's special educational needs and disabilities co-ordinator (SENDCO) may evaluate a child who exhibits challenging behaviour to 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.



#### **15d. 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 would be sought from the SEND team at Hampshire County Council.

#### **16. 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.

#### **17. 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.

## **APPENDIX 1**

### **CRITERIA FOR EXCLUSION**

A decision to exclude a child for a fixed term period or permanently should be taken only:

- In response to serious breaches of the school's behaviour policy;
- Once a range of alternative strategies has been tried and have failed;
- If allowing the child to remain in school would seriously harm the education or welfare of the child or of others in the school.

Only the Headteacher can exclude a child from school, unless the Headteacher is absent from school, in which case the power rests with the most senior teacher who should make clear that they are acting in the Headteacher's absence.

### **Breaches of School Behaviour Policy**

The following are actions by the child in breach of the school's behaviour policy which will warrant exclusion from school:

- Violence towards a child or adult;
- Continuous disruption through violent actions e.g., throwing items, threatening behaviour, running around or off site;
- Abusive behaviour towards pupils or staff e.g., spitting, hitting, kicking or punching such that it impinges on the welfare of all who attend school.

### **Reaching a Decision**

The Headteacher should:

- Regard each incident individually in relation to the individual child and circumstances.
- Consider all relevant facts and firm evidence supporting the incident or incidents;
- Allow the child to give his/her version of events;
- Check whether the incident was provoked;
- If necessary, consult others being careful not to involve anyone who may later take part in a statutory review of the decision.

### **Exclusion will not be used for:**

- Swearing;
- Minor interruptions or aggravations e.g., calling out, rudeness, silly noises, pushing in the line or unkind behaviour.
- Minor incidents e.g., failing to complete work;
- Poor academic performance;
- Lateness or truancy;
- Breach of school uniform;
- Punishing Parents' behaviour.

Where anti-social, disruptive or aggressive behaviour 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 contributory factors.

### **Length of Exclusion**

The law permits the Headteacher to exclude a child for up to 45 days in a school year. Individual exclusions of fixed term periods should be for the shortest appropriate period possible.

### **Permanent Exclusion**

A decision to permanently exclude a child is a serious one. It is a final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and have failed, including use of the Pastoral Support Programme. It is also acknowledgement by the school that it can no longer cope with the child. It is not normally expected to exclude a child permanently for a one-off incident except in extreme circumstances.

If an exclusion of a single block of more than 15 days is considered the Headteacher he/she will plan:

- To enable the child to continue their education;

- How to use the time to address the child's problems and
- With the LEA what educational arrangements will best help the child to re-integrate into the school at the end of the exclusion.

### **Recording Absence During an Exclusion**

A child excluded for a fixed term period remains on roll and the absence should be recorded as authorised. Similarly, the absence of a permanently excluded child is treated as authorised while any review or appeal is in progress.

If a permanent exclusion is confirmed, the child's name should be removed from the school roll on the school day:

- after the appeal committee's confirmation of permanent exclusion;
- on the expiry of the time allowed for appeals to be made or
- if before that, the child takes up a place elsewhere. Meanwhile absence should be recorded as authorised.

Teachers are responsible for setting work for an excluded child who remains on the school roll.

### **Children with Special Educational Needs**

The school will endeavour not to permanently exclude a child with a statement of Special Educational Need or a child going through the assessment process. The Headteacher will seek LA and professional advice as appropriate.

### **Procedures for Excluding a Child**

See LA Guidelines on Exclusions

### **Reintegration**

Integrating an excluded child successfully into a new school is a challenge for both school and child. Reintegration presents different issues for children of different ages and rapid reintegration is important. The Secretary of State expects that most primary aged pupils will be reintegrated within one term of exclusion.

Should a child be required to be reintegrated into our school the integration programme will be carefully discussed with the SENCO, Class Teacher, Parents and appropriate Governors prior to the child attending school. Appropriate levels of support will be provided to ensure success for all concerned e.g., extra funding for teaching assistance, adjustments to the curriculum etc.

At Hawley Primary School 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. The school will therefore communicate policy and expectations to Parents.

Where behaviour is causing concern Parents will be informed at an early stage and will be given the opportunity to discuss possible solutions. All support plans will be discussed with the Parents together with further disciplinary actions as appropriate. This positive partnership with Parents is crucial in building trust and developing a common approach to behaviour expectations and strategies.