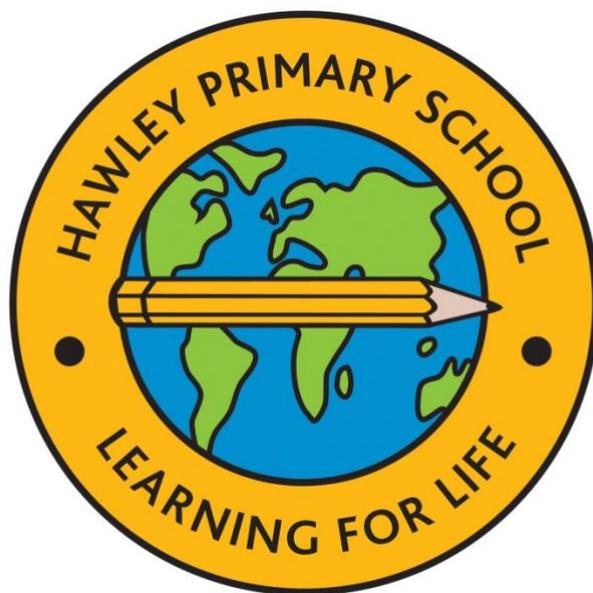


HAWLEY PRIMARY SCHOOL



POSITIVE RELATIONSHIPS AND BEHAVIOUR MANAGEMENT POLICY

AGREED BY GOVERNORS: Autumn 2024

LATEST REVIEW: Autumn 2024

NEXT REVIEW: Autumn 2025

HAWLEY PRIMARY SCHOOL
BEHAVIOUR MANAGEMENT POLICY

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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 and concern for others, self-discipline and personal qualities such as 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 goal of 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
- ❖ Strive to develop pleasure in learning, which is evident in all aspects of school life
- ❖ Encourage all children to develop a positive view of themselves and a 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:

- ❖ Provide a safe, inclusive and equitable school ethos where learning opportunities for all are maximised and all children feel valued
- ❖ Promote good behaviour, self-discipline, strong relationships and respect for all
- ❖ Establish a whole-school consistent approach to maintaining high standards of behaviour that reflect the values of our school
- ❖ Outline the expectations and consequences of behaviour based on developing positive relationships and restorative practices as well as being attachment aware and trauma informed in our approach
- ❖ 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’

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 2024](#)
- ❖ [Searching, screening and confiscation: advice for schools 2022](#)
- ❖ [The Equality Act 2010](#)
- ❖ [Keeping Children Safe in Education](#)
- ❖ [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- ❖ [Use of reasonable force in schools](#)
- ❖ [Supporting 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 students to follow to always foster positive behaviour. The 'Golden Rules' are:



“The Golden Rules enforced all of the time; we even have them on my desk.
They are good for my learning.”
Y6 School Council, 2024

Promoting a Positive Culture

As a school we recognise that children learn by example. We believe our adults are responsible for setting a good example, through role modelling and having high expectations at all times. 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 aim to teach children how to be considerate, well-mannered and self-disciplined.

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

- **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 as our main tool. There is a lot of encouragement in our school.

Roles and Responsibilities

The Child:

- Follow the school's 'Golden Rules'
- Show respect to members of staff and each other
- Follow the good examples set by others in the school
- Make it possible for all children to learn
- Accept the guidance and advice from adults
- Wear the school uniform with pride, adhering to the school's uniform policy
- Always behave in a positive way during the school day
- Follow the school's behaviour policy, 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.

Parents:

- 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
- 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.

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

- Uphold and implement our safeguarding and child protection policies and practices
- Create and maintain a calm, stimulating environment that encourages pupil engagement
- Always ensure children's safety by maintaining clear boundaries of acceptable child behaviour
- Provide opportunities to develop interpersonal and social skills through the delivery of the myhappymind, RSE and PSHE curriculum
- Offer a curriculum that enables maximum pupil engagement
- Make sure that the children listen and are listened to, thus valuing others
- Talk to the children about possible reasons for behaviour and support them to make good choices
- Be consistent and fair
- Encourage the children to follow the 'Golden Rules' and adhere to school's behaviour policy
- Be a positive behaviour role model by modelling expected behaviour and positive relationships
- Record behaviour incidents promptly using the electronic system CPOMs
- Use Class Dojos to reward and praise children who follow the school Golden Rules
- Be calm and provide opportunities for children to regulate and refocus behaviour when necessary
- Maintain Individual Behaviour Plans and risk assessments where required
- Develop positive relationships with families, involving them in their child's positive and negative choices
- Access support from the SENDCo, Leadership Team and outside agencies and proactively participate in professional development to improve practice

Headteacher:

- Meet and greet learners in a positive way at the beginning of the day, being a visible presence across the school
- Regularly share good practice
- Support staff in managing learners with behaviours that challenge
- Monitor school wide behaviour policy and teacher practice, then review this policy in conjunction with the governing body
- Regularly review provision for learners who may need additional support
- Ensure that the school environment encourages positive behaviour
- Monitor that the policy is implemented consistently by all staff
- 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 our children
- 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
- 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.
- Our positive relationships and behaviour policy does not unintentionally discriminate against groups of learners
- Ensure this policy works alongside the safeguarding and child protections policies to offer pupils both sanctions and support when necessary.
- Report to/meet with parents/carers when necessary

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 Body will:

- support the school in implementing the policy
- frequently review the school behaviour policy
- monitor the policy's effectiveness, holding the head teacher to account for its implementation
- follow the advice in any related policies, including the Complaints Policy

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 several extracurricular activities to ensure that all the children could develop a positive attitude and a chance to succeed in a wide 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 a Certificate is 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
- Following good examples
- Sharing
- Working and playing cooperatively
- Using resources carefully
- Helping others
- Reporting problems to adults who can help
- 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

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 involved at every stage in the management of children’s behaviour.
- Ongoing professional development opportunities including regular Team Teach update training.

Rewards and Sanctions

Children who choose to behave well are praised appropriately. The praise is given in several forms, e.g., positive chat, stickers, dojo points for following the ‘Golden Rules’, selection for Star of the Week, class-based dojo rewards, positions of responsibility and the 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 each week. The winning house at the end of a half term are rewarded with a treat.

Responding to behaviour that challenges:

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.

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 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, 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 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. Teacher to engage in a restorative conversation using reflection chart – <i>see Appendix</i> For every Golden Rule broken, the number of minutes of the child’s age is the consequence.
Step 5	Internal Exclusion	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. Incidents must be recorded on CPOMs, and parents are informed by the class teacher at the earliest possible point.
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:

- Individual behaviour modification programmes. This involves placing the child on the special needs register to monitor progress and working with the child and their family
- 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

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

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

Managing Extreme Cases of behaviour that challenges

Staff Lanyards

If a child demonstrates more severe behaviour that challenges in the classroom, the adult’s lanyard should be sent to the Leadership Team. Alternatively, school walkie talkie’s will be used to alert additional adults. 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 behaviour amp
- 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 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, with a teacher or teaching assistant (trusted adult). 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 when it is 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.

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

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

Staff will record all incidents on CPOMS.

Suspension and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to significant behaviour difficulties 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 'Exclusion Guidance for Hampshire Schools' Sept 2024.

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 Misbehaviour 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 *Appendix – Criteria for Exclusions, along with the DfE guidance*)

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

Bullying

Bullying is defined as the repetitive, intentional harming of a 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">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	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, 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
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 generated by artificial intelligence (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**

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.

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

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).

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 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

Adapting sanctions for pupils with SEND

When considering a behavioural sanction 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 would 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.

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.

Hawley Primary School

Governors Behaviour Written Statement

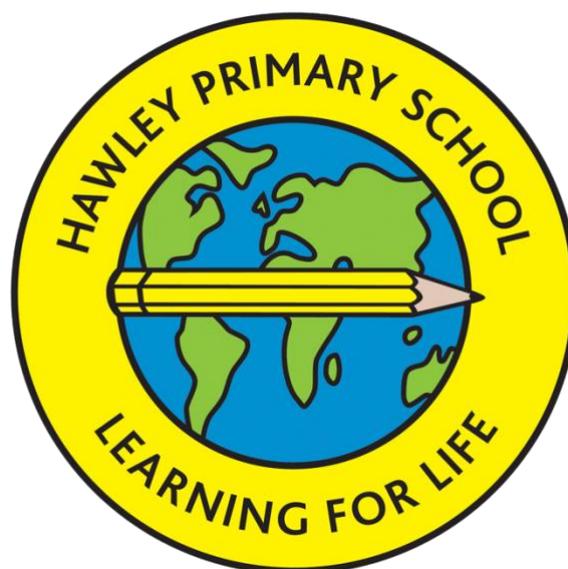
Autumn 2024

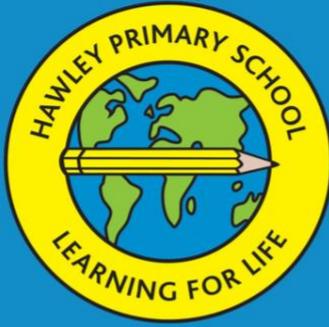
This is a statement of principles, not practice.

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.





HAWLEY PRIMARY SCHOOL GOLDEN RULES



WE ARE GENTLE



WE ARE KIND AND HELPFUL



WE LISTEN



WE ARE HONEST

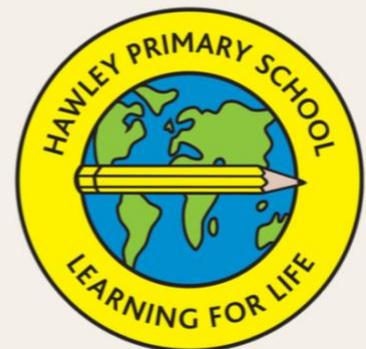
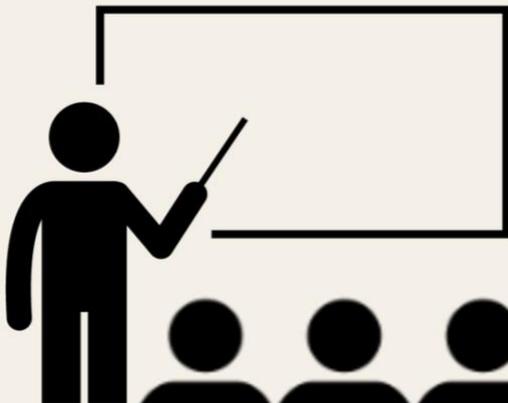


WE WORK HARD



WE LOOK AFTER PROPERTY

6 Steps To Addressing Low-Level Behaviour



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:

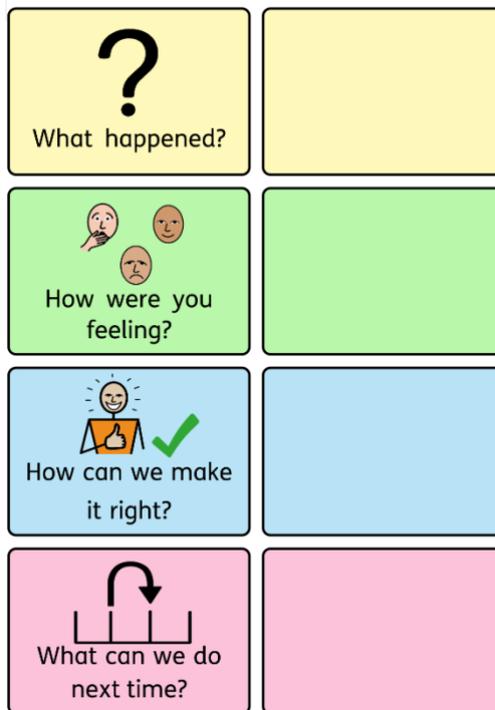
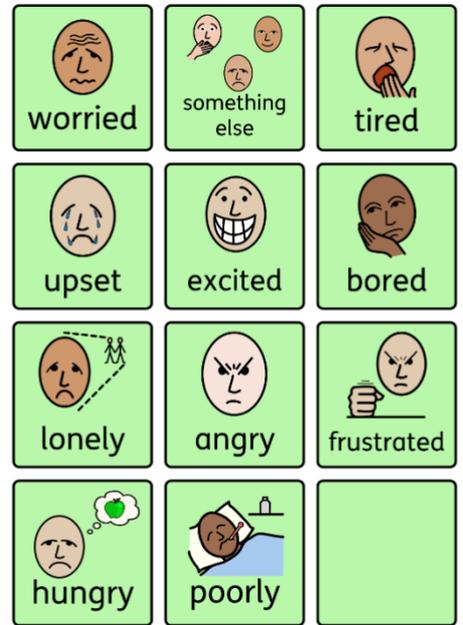
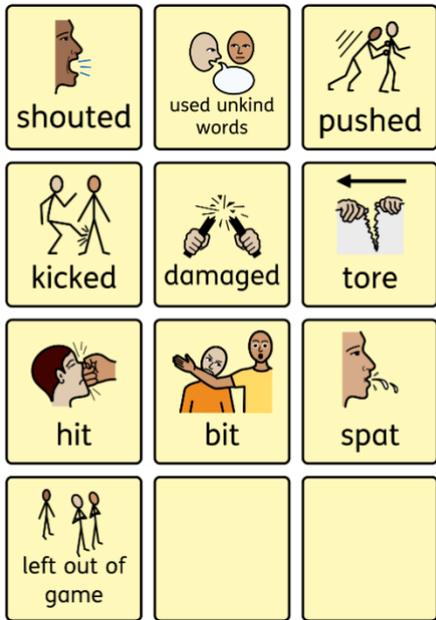
If the pupil does not engage, ask them to leave the classroom immediately for a reflection. When they return, discuss what they can do to make better choices going forwards. ***RETURN TO STEP ONE***

STEP 5, INTERNAL EXCLUSION:

Provide work for the pupil to complete in an alternative location 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:

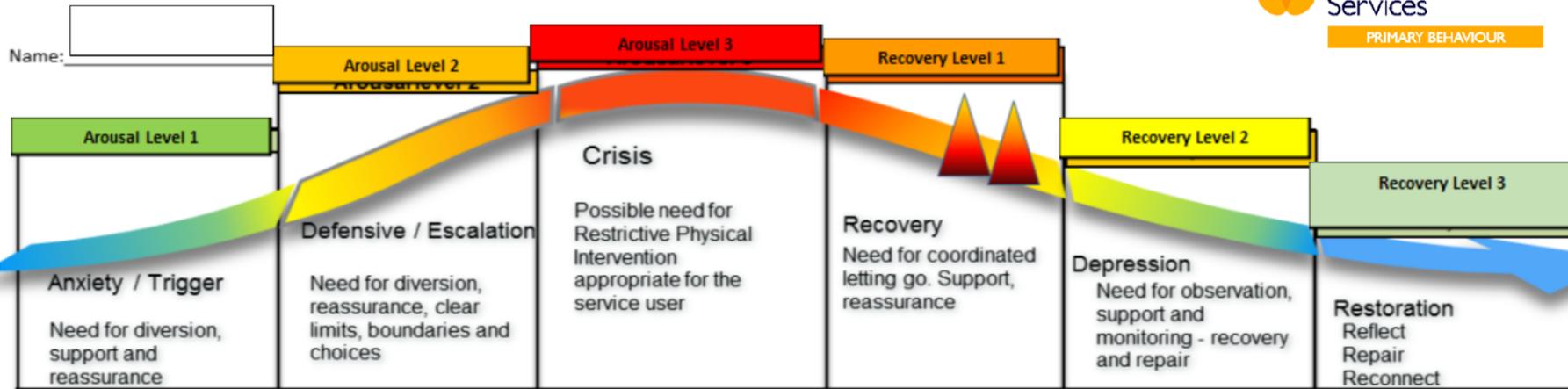
Inform the Leadership Team so a meeting with the class teacher and parents can be arranged.
A meeting with the headteacher may be required to discuss next steps in supporting the child's choices.



Behaviour Map



Behaviour Map



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

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:

- Intentional violence to hurt 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.

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.