



# Behaviour Policy

Document Review Date: October 2022

Date of Next Review: October 2023

Responsible Officer: C. Boothroyd (Principal)

## Introduction

Hawes Side Academy is committed to promoting high expectations where everyone matters; everyone succeeds.

We believe that every member of our community should feel included and supported and that each person should be valued, respected and treated well. We are a caring community, whose values are built on mutual trust and respect for all.

The academy Behaviour Policy is designed to enable all members of our community to live and work together in a supportive way. It aims to promote a culture where everyone feels fulfilled, safe and secure; a culture that is set by the way we all behave.

## Purpose of this policy

Our overarching vision of this policy is to nurture fulfilled, self-regulated, independent life-long learners in line with the academy's vision, mission and values.

### **We aim to make children feel safe through:**

- High standards and expectations of behaviour for all members of our community
- Promoting self-awareness, self-regulation and acceptance of responsibility for our own actions
- Ensuring a positive and safe environment where pupils can grow socially, emotionally and academically
- Promoting mutual respect between all members of our community, along with respect for belongings and the school environment

### **The aims are achieved when:**

- All staff are consistent in their approach and use restorative practice with pupils
- All staff have high expectations and maintain boundaries at all times
- Pupils are taught how to 'live out' our values and make responsible behaviour choices
- Pupils are provided with excellent role models
- All staff and parents/carers work together in the best interests of the child
- All staff, pupils and parents/carers understand that all behaviour choices have consequences whether positive or negative

## Linked Documentation

This policy will be implemented in conjunction with the following school policies:

- Accessibility Plan
- Special Educational Needs Policy
- Positive Handling Policy
- Child Protection and Safeguarding
- Staff Code of Conduct

## Roles and Responsibilities

### The Role of SLT

The senior leadership team (SLT) are responsible for staff training and development of behaviour management in the academy.

### The Role of Staff

It is the responsibility of all staff within the academy to follow the Behaviour Policy and take responsibility for the development of their own knowledge and understanding.

### The Role of the Governing Body

The Governing Body have overall responsibility to ensure appropriate management of behaviour in line with the academy policy in accordance with statutory legislation.

### The Role of Parents and Carers

Parents and carers have a vital role to play in their pupils' education. It is very important that they support their child's learning and work in collaboration with the academy to promote good behaviour.

## Procedures

### Principles for Behavioural Conduct

Our core school values reflect moral values to promote and provide the right ethos and environment for teaching and learning to take place.

**Our Mission statement is to ensure that 'Everyone Matters, Everyone Succeeds'**

**Our school values are: Relationships Respect Resilience Responsibility Reflection**

Value	We live this value by...
Relationships	Taking the time to get to know each others' interests and personality to build our community.
Respect	Accepting each other's differences and feel valued and listened to.
Resilience	Using our internal resources and those we have around us.
Responsibility	Taking ownership of our actions; recognising the things we can control and make positive changes to.
Reflection	Thinking about how we cope with certain situations and interact with the people we meet.

## **Praise and positive reinforcement:**

Positive, specific praise is used to recognise and reinforce appropriate behaviour.

### **Celebration of positive behaviour may take the form of:**

- Acknowledgement of good behaviour
- Value tokens and certificates
- Team points for cooperative learning
- Hot Chocolate Friday
- Special class awards, e.g. non uniform, extra play time
- Responsibilities around school
- In class rewards linked to values, e.g. stickers, wow sheets, postcards
- For pupils who find praise difficult to accept, adaptations will be made to meet their needs

## **Effective Classroom Practice**

At Hawes Side Academy, we understand that well managed classrooms follow consistent classroom management strategies for all children. A well managed classroom:

- Establishes routines understood by all pupils
- Recognises and acknowledges good behaviour
- Establishes consequences for misbehaviour
- Adopts clear responses for handling behavioural issues
- Promotes our values
- Makes effective use of the physical space available
- Has well-planned lessons with learning that matches all children's needs
- Ensures all children complete classwork as requested, taking pride in their work

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour. At Hawes Side we believe that praise and recognition are two core areas to effective classroom management. Each contribute to preventing behavioural problems. It is important that pupils are supported to understand that inappropriate behaviour choices lead to consequences.

The following table is provided to support the role of the adult to ensure high standards of behaviour for learning and re-enforce our academy values. The use of consistent, positive language is crucial through restorative practice and to celebrate achievements and positive behaviour management.

<b>Role model</b>	Children recognised for consistently making the right choices
<b>Ready to learn</b>	Children recognised for being ready to learn and aware of the expectations. Reminders <b>may</b> need to be given to maintain this. Remember to use a running commentary to praise and highlight positive behaviours and use visual reminders.
<b>Make better choices</b>	The child is reminded that they need to 'make better choices' with reassurance that they can do this and have successfully done so in the past. Examples of better choices are shared to ensure that they understand. If unsuccessful, a first consequence may be triggered (e.g. reflection time, walk and talk). This should be age appropriate and meet the individual need of the child. The consequence needs to be communicated clearly to the child using affirmative language. Use praise to recognise when the child is 'making better choices'.
<b>Teacher choices</b>	If the behaviour does not improve, explain to the child that the adult will now make the choice to help the child be 'ready to learn'. This triggers the next consequence, e.g. lunchtime/break reflection or reflection during an alternative time or place. The behaviour is recorded on the CPOMS and the child is reminded they have the opportunity to correct their behaviour and be 'ready to learn'. If successful, the child is positively praised for this.
<b>Parental contact</b>	Parents/carers will be contacted if the child fails to correct their behaviour or if a serious incident occurs, appropriate sanctions need to be put in place in liaison with the parent/carer. Restorative Justice meetings will be carried out and recorded for future reference with the child if needed.
<b>Next steps:</b>	If after an agreed time, there is no improvement in the pupil's behaviour, paperwork will be analysed and a behaviour plan put in place in liaison with the phase leader and/or a member of the Inclusion Team and SMT. Parents will be involved and the behaviour target reviewed.

#### Praise:

Hawes Side recognises that praise is key to making pupils feel valued and that their work and efforts are celebrated. Whilst important to receive praise from teachers and other staff, the academy also understands that peer praise is effective for creating a positive and exciting learning environment and value amongst pupils.

When giving praise staff must ensure that:

- They define the behaviour being recognised
- The praise is given immediately following the desired behaviour
- Praise is related to effort as well as work produced
- Perseverance, self regulation and independence are encouraged
- Teachers ensure that praise is not given continuously without reason
- Praise that is given is always sincere and is never followed with immediate criticism
- Pupils are encouraged to praise one another

#### Recognition:

Hawes Side understands that when recognition is used following certain behaviours, pupils are more likely to model the same behaviour again. For recognition to be effective the academy recognises that it should be:

**Immediate** - immediately recognised after positive behaviour choices

**Consistent** - consistently recognised to maintain good behaviour

**Achievable** - achievable to maintain attention and motivation

**Fair** - to make sure all pupils are fairly recognised

Examples of behaviour	Adult action in response to negative behaviours	Reason for action
Not following active listening rules Talking during independent tasks Treating resources disrespectfully Disrespectful behaviour	<u>Verbal reprimand</u> Specific Delivered calmly Use of affective statements	To redirect behaviour Enable children to understand they have a choice in how they respond Help to build and develop the relationship
Work not completed to the expected standard of pupil, e.g presentation, amount	<u>Repeating work either during break times or work sent home</u>	To ensure high standards and pride in work
Continued disrespectful behaviour	<u>Miss a break time/ proportion of break</u>	Opportunity for the pupil to reflect upon their behaviours and for restorative meetings to be carried out
Continued disrespectful behaviour	<u>Loss of privileges, e.g. role/ job within the academy</u>	For the pupil to recognise the importance of living out the academy values and following the expectations shared
Violent aggression to others with intent to hurt Extreme damage to property and resources	<u>Suspension/permanent exclusions</u>	All reasonable adjustments and strategies have been exhausted

If a pupil struggles during unstructured times, such as break or lunchtimes, then strategies may be employed to support them.

### **Restorative Approach**

Hawes Side Academy uses restorative practice to enable children to self-regulate their own learning and behaviour to build and repair relationships.

### **Expectations during out of school activities**

Expectations for behaviour in out of school activities remain as those for in the academy.

If a pupil's behaviour is inappropriate outside of school premises (whether representing the academy or they are identifiable as being a pupil from Hawes Side Academy) the academy will follow the approaches and strategies set out in this policy.

### **Emotional Needs**

Due to differing needs, pupils can sometimes present emotions such as heightened state, anxiety or withdrawal (please refer to SEND policy for further information). We offer all pupils calming and coping strategies and areas around the school for them to emotionally self regulate under the

sensitive supervision of an adult. In certain cases, this will be outlined in an individual one-page profile or behaviour/pupil plan/risk assessment.

### **Local Agencies**

Where a pupil's behaviour is continually disruptive, despite strategies and alternate approaches being utilised, reasonable endeavours will be used to engage and work with local agencies to support the pupil.

### **Recording behaviour**

Pupil behaviour is monitored through the academy's recording system CPOMS.

### **Procedures for leaving site without permission**

If a pupil absconds from the school site, parents and police will be informed immediately.

### **Procedures for damage to property**

When a pupil deliberately damages property, they may be expected to pay a contribution towards the repair.

### **De-escalation Strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to calm to situation. This includes:

- Remaining calm and using a modulated, low tone of voice
- Using simple, direct language and affirmative statements
- Do not meet the pupil's emotion with your own
- Show open, accepting body language, e.g. do not stand with arms crossed
- Reassure the pupil and create an outcome goal, e.g. use of language when and then
- Build a rapport, identify points of agreement
- Use positive words and phrases when requesting a behaviour, e.g. if you return to your seat, I will help you with your work

### **Physical Intervention**

Although every opportunity will be taken to de-escalate a situation, there may be occasions where a pupil needs to be physically restrained. Key staff at Hawes Side Academy are trained in Positive Handling and follow the policy and procedures set out in the Positive Handling Policy. Parents will be informed if their child has required a positive handling intervention. The relevant paperwork will be completed following an incident.

Points to note:

- Consequences will never involve taking away a previously earned privilege or any intervention time.
- To promote well-being and avoid potential upset or escalation of behaviour, staff will always endeavour to avoid addressing issues of behaviour in public.

- The developmental age and specific needs of the pupil will be considered when deciding appropriate consequences. We recognise that a 'one size fits all' approach to behaviour is not appropriate for pupils.
- After any consequences, opportunity is provided to repair and restore relationships followed with reassurance that matter has been dealt with.
- Positive recognition is to be given at the first opportunity to promote and maintain positive behaviour.

## **Monitoring and Review**

The academy recognises that monitoring is essential to ensure the successful achievement of its aims. The policy will be reviewed annually by the Principal.



## Appendix

### Restorative practice

Restorative approaches are based on four key features:

1. **Respect:** everyone by listening to other opinions and learning to value them.
2. **Responsibility:** taking responsibility for your own actions.
3. **Repair:** developing the skills within our community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours and repeated.
4. **Re-integration:** working through structured, supportive process that aims to solve the problem. There is an understanding that we work best one part of a community and to do that we need to understand how a community works, self-awareness of our responsibilities.

Restorative questions?

Only one person speaks at a time.

Can you tell me:

1. What happened?
2. What were you thinking/feeling at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected by this?
6. How have they been affected by this?
7. What can be done to make things right?
8. How can we do things differently in the future?

## Restorative Meeting Guidance

What happened?	<p><i>Listen carefully and dispassionately to the child's account without interrupting or disagree. It is equally important to give your account from your perspective without judgement.</i></p> <p><i>Take care how you present your view; step carefully and slowly. Do not predetermine the outcome of the meeting.</i></p>
What were you thinking at the time?	<i>This reflection helps the children to reconsider their actions and replay their thought processes.</i>
What have you thought since?	<i>This question allows the child a change of attitude, a shift in explanation or even the possibility of an apology.</i>
How did this make people feel?	<i>The child may be unaware of how other people reacted to their behaviour, e.g. children or adults around or within the immediate situation. Consider others and think about the impact of their behaviour upon classmates who are worried about their anger, visitors who were shocked, younger children who are scared for example.</i>
Who has been affected?	<i>With encouragement the child needs to see the bigger picture past 'me'. Ask the child to list/state the people who have been impacted before considering the next question. Possibly remark, 'That's quite a lot of people who have been affected, isn't it?'</i>
How have they been affected?	
What should we do to put things right?	<i>Do not demand an apology; a forced apology is worthless, there may be other ways to put this right. If an apology is offered accept it.</i>
How can we do things differently in the future?	<i>This involves forward thinking and visualisation, the chances are a similar situation will come up in the future. Prior planning will help them recognise patterns in their behaviour and hopefully beware of poor choices made.</i>

## Restorative Meeting Proforma

What happened?	
What were you thinking at the time?	
What have you thought since?	
How did this make people feel?	
How have they been affected?	
What should we do to put things right?	
How can we do things differently in the future?	

## Affirmative Statements

Focus upon the behaviour, the impact on you and what you need from the person to move forward.

A construct to support with conversations is:

1. Name the behaviour you have witnessed
  - Don't use generalists, e.g. always, never, everyone, all.
  - 'When you...'
2. What is the impact on you?
  - '...I feel....'
3. Identify what you need

An example sentence would be, 'When you... I feel...and what I need is for you to...'