



# Behaviour Policy

Document Review Date: September 2025

Date of Next Review: September 2026 (or earlier if required)  
Responsible Officer: C. Boothroyd (Principal)

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

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

| <b>Value</b>   | <b>We live this value by...</b>  |
|----------------|--|
| Relationships  | Taking the time to get to know each other's interests and personalities 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 how we interact with the people we meet.      |

## **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. We aim to create a culture that promotes a high standard of behaviour through a clear vision of what good behaviour looks like.

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 through our values. Good behaviour in the academy is essential to ensure pupils benefit from the opportunities provided by education and to create a calm, safe and supportive environment where both pupils and staff can work in safety and are respected. Being taught how to behave well and appropriately is vital for pupils to succeed personally.

## **Purpose of this policy**

Our behaviour policy is rooted in the academy's vision, mission and values; we aim to nurture fulfilled, self regulated and independent life long learners through a behaviour curriculum. We believe that clear expectations and a shared understanding of positive behaviour create a supportive environment where all pupils can thrive. Through this policy, we aim to set out a clear vision of what good behaviour looks like where respectful, responsible and reflective actions foster a culture of kindness, resilience and personal growth through positive and healthy relationships. Through consistent guidance and high expectations, we aim to empower the children to take ownership of their behaviour, develop self discipline, and contribute positively to the school community and beyond.

## We aim to make children feel safe through:

- An expectation of high standards of behaviour from 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
- Staff are trained to collectively embody the school's culture upholding the academy's behaviour policy at all times, responding to misbehaviour consistently and fairly

## Linked Documentation

This policy is informed by and implemented in conjunction with the following:

- HSA Accessibility Plan
- HSA Special Educational Needs Policy
- HSA Positive Handling Policy
- HSA Child Protection and Safeguarding Policy
- HSA Staff Code of Conduct
- HSA Anti-bullying Policy
- Equality Act 2010 with regard to safeguarding and inclusion
- DfE: Use of Reasonable Force Guidance - Advice for School Leaders, Staff and Governing Bodies
- Keeping Children Safe in Education - reviewed annually
- DfE: Behaviour in Discipline in Schools - Advice for Headteachers and School Staff (February 2024)
- DfE: Search, Screening and Confiscation at School (last updated July 2023)
- DfE: Suspensions and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (August 2024)

## Roles and Responsibilities

### The Role of the Governing Body

The Governing Body have overall responsibility to:

- To ensure appropriate management of behaviour in line with the academy policy in accordance with statutory legislation.
- Promoting a culture where calm, dignity and structure encompass every space and activity
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedure Policy.
- Ensuring this policy is published on the school website.

The Principal, with the support of the Senior Leadership Team (SLT) will be responsible for:

- Establishing a culture of positive behaviour of all stakeholders.
- The monitoring and implementation of this policy and of the behaviour procedures at the school.
- Staff training and development of behaviour management in the academy.
- Establishing high expectations of children's conduct and behaviour, and implementing measures to achieve this.
- Determining the academy values and any disciplinary sanctions for not adhering to the expectations.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and children at least once a year.
- Reporting to the Governing Body on the implementation of this policy.

Teaching staff will be responsible and accountable for:

- Consistently applying the behaviour policy at all times.
- Effective classroom practice, adapting teaching to enable all children to access the curriculum.
- Explicitly teaching expected behaviours through effective classroom practice.
- The progress and development of the children in their class.
- Challenging pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- Take proportionate action to restore acceptable standards of behaviour.
- Upholding a whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships.
- Taking responsibility for the development of their own knowledge and understanding through staff induction and regular training.

**All members of staff**, including teaching and support staff, apprentices and volunteers will be responsible for:

- Developing a calm and safe environment for all pupils establishing clear boundaries of acceptable pupil behaviour through academy values.
- Adhering to this policy and applying it consistently and fairly.
- Supporting children in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every child.
- Being aware of the needs, outcomes sought, and support provided to any children with specific behavioural needs.
- Keeping the relevant staff up-to-date with any changes in behaviour.
- As authorised by the Principal, sanctioning children who display poor levels of behaviour.

Children will be responsible for:

- Behaving in a way that does not disrupt the learning, wellbeing or safety of themselves, their peers or any adult in the academy or wider academy community.
- Reporting any unacceptable behaviour to a member of staff.
- Being open and willing to develop positive relationships with each other and the adults there to support them.
- Following the school behaviour policy upholding the school values, and contribute positively to the school culture. This includes behaviour outside the school premises such as:
  - When taking part in any school organised or school related activity
  - When travelling to and from school
  - When wearing school uniform
  - When in some other way identifiable as a pupil at the school
  - That could have repercussions for the orderly running of the school
  - That poses a threat to another pupil
  - That could adversely affect the reputation of the school

Families will be responsible for:

- Supporting their child in adhering to the academy expectations and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Working in partnership with the academy staff for the best outcomes of their child.
- Interacting and communicating positively and respectfully with all stakeholders.

## Effective Classroom Practice

Effective and well organised classrooms are paramount to creating a harmonious learning environment. At Hawes Side Academy, we recognise the ability to think critically and solve problems peacefully is an essential skill for success in life. Preparing our children to become productive adults means providing excellent academic instruction, clear classroom management as well as reinforcing the social and problem-solving skills that are essential to this task. An effective and productive classroom:

- Promotes our values
- Places value on active listening, decision making and problem, solving through the importance of talk
- Establishes effective strategies for dealing with conflict
- Establishes routines understood by all pupils
- Recognises and acknowledges good behaviour
- Celebrates achievements
- Has well-planned lessons with learning that is adapted and matches all children's needs
- Promotes teamwork through negotiation and decision making skills
- Ensures all children engage with learning and complete classwork as requested, taking pride in their work
- Makes effective use of the physical space available
- Adopts clear responses for handling behavioural issues
- Establishes consequences for misbehaviour

Teachers will model and explicitly teach positive social skills, such as active listening, co-operation, and conflict resolution, to support children in building respectful and supportive relationships with their peers. This is explicitly taught through our Getting Along Together (GAT) learning which is utilised within our day to day practice to support good behaviour. See below for the strategies:

## Getting Along Together Strategies

### Year 1

1. Active Listening
2. Stop and Stay Cool Steps
3. I Messages
4. Conflict stoppers - apologise/ share/ take turns

### Year 2

1. Active Listening
2. Stop and Stay Cool Steps
  - Conflict elevator
3. I Messages
4. Conflict Stoppers - share, take turns, apologise, wait until later and get help
5. Footsteps to Friendship

### Year 3

1. Active Listening
  - Learning to listen
  - Concentrating and asking questions
2. Stop and Stay Cool
  - Conflict elevator
3. I Messages
4. Understanding Conflict and Solutions
5. Footsteps to Friendship

### Year 4

1. Active listening
  - Learning to listen
  - Concentrating and asking questions
2. Stop and Stay Cool
  - Conflict elevator
3. I Messages
4. Solutions to Conflict
5. Footsteps to Friendship

### Year 5

1. Active listening
  - Learning to listen
  - Concentrating and asking questions
2. Conflict Elevator
3. I Messages
4. Conflict Stoppers
5. Think it Through
6. Footsteps to Friendship
7. Emotional vocabulary
8. Asking questions and paraphrasing

### Year 6

1. Active listening
  - Learning to listen
  - Concentrating and asking questions
2. I Messages
3. Conflict stoppers and the road blocks to conflict
4. Think it Through
5. Footsteps to Friendship
6. Emotional vocabulary
7. Asking questions and paraphrasing
8. Circle time

In all year groups, successful teamwork and collaboration is promoted and celebrated through team cheers and team points linked to our learning behaviours.

## **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/learning behaviour being recognised
- The praise is given immediately following the desired behaviour
- Praise is related to effort and actions as well as work produced
- Perseverance, co-operation, self regulation and independence are encouraged
- Praise is frequent and specific
- 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

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

- Acknowledgement of good behaviour, e.g. through verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Value tokens and certificates
- Team points and cheers for cooperative learning
- 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, adaptions will be made to meet their needs

## **Sanctions**

Sanctions are lawful if they are reasonable and proportionate to the circumstances and any special circumstances, such as, SEND or religious requirements, have been considered.

When a pupil disrupts learning, or behaves inappropriately, there are consequences for those actions. The level of sanction relates to the specifics of the incidents. It is essential that all staff are

consistent in following through on sanctions and that the system is used consistently and fairly. Sanctions reinforce the school's positive behaviour culture.

When pupils do misbehave, the academy will act promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.

See below for an outline of different responses to behaviour proportionate to the actions to restore acceptable standards; these include sanctions and pastoral approaches.

| Examples of undesirable behaviour   | Suggested adult action in response to undesirable behaviours  | Managed by   | Reason for action  |
|---|---|--|--|
| 1a. LOW LEVEL<br><br>Not actively listening<br>Talking during independent tasks.<br>Treating resources disrespectfully<br>Disruptive behaviour. | <u>Verbal reminder of the expected behaviour</u><br><u>The setting of written tasks such as an account of their behaviour (if appropriate)</u><br><u>Age appropriate GAT strategy</u><br><br><u>Restorative Justice Meetings (known as RJs)</u> | Classroom level<br><br>Teacher<br><br>Learning Support Assistants (LSAs) | To redirect behaviour.<br>Enable children to understand how their actions impact on others and they have a choice in how they respond.<br><br>Helping them to make the right choice. |
| 1b. LOW LEVEL<br><br>Work not completed to the expected standard of pupil, e.g presentation, quantity.  | <u>Repeating work either during break times or work sent home</u><br><u>Age appropriate GAT strategy</u>  | Classroom level<br><br>Teacher   | To ensure high standards and pride in work.<br><br>Understanding what it is to be a responsible learner.   |
| 2. MODERATE LEVEL<br><br>Repeated low level disruption  | <u>Utilise break for reflection or request missed learning to be completed</u><br><u>School based community service</u><br><u>Regular check ins with key staff members</u><br><u>Age appropriate GAT strategy</u>                               | Phase level  | Opportunity for the pupil to reflect upon their behaviours and for restorative meetings to be carried out/catch up on missed learning.   |

| Examples of undesirable behaviour  | Suggested adult action in response to undesirable behaviours  | Managed by | Reason for action  |
|--|---|------------|--|
| 3. HIGH LEVEL<br>Persistent and/or disruptive behaviour  | <u>Withdrawal of privileges or representing the academy</u><br><u>Involve parents/carers to discuss next steps/strategies</u><br><u>School based community service</u><br><u>Regular check ins with key staff members</u><br><u>Issue of warning letter</u><br><u>Involvement of additional agencies</u><br><u>Age appropriate GAT strategy</u> | SLT        | For the pupil to recognise the importance of living out the academy values and following the expectations shared.<br><br>Recognising the impact their actions have on others.<br><br>Recognise that a positive change in behaviour is still possible.<br><br>To see the importance of responsibility within their role/job within the academy. |
| 4. SERIOUS LEVEL<br><br>In serious instances of continued, persistent disruptive and/or rule breaking with intent.<br><br>Extreme damage to property and/or resources with intent to cause damage<br><br>Physical assault against another pupil<br>Physical assault against an adult<br>Verbal abuse/threatening behaviour against a pupil<br>Verbal abuse/threatening behaviour against an adult<br><br>One off serious instance or persistent disruptive and/or rule breaking with intent. | <u>Issue of warning letter</u><br><u>Withdrawal/removal from peers</u><br><u>Involve parents/carers to discuss next steps/strategies</u><br><u>Further involvement of additional agencies</u><br><u>Suspension/permanent exclusions</u><br><u>Reintegration meeting following suspension</u><br><u>Age appropriate GAT strategy</u>             | SLT        | All reasonable adjustments and strategies have been exhausted.<br><br>To provide a clear signal of what is unacceptable behaviour.   |

Throughout each stage, the pupil's view will be listened to and taken into account considering their age and understanding. Adjustments will be made for pupils with additional needs, to ensure all pupils can meet behavioural expectations. Follow up work, e.g. RJs, with the pupil will help them to understand how to improve their behaviour and meet the behaviour expectations of the school.

## **Restorative Approach**

Hawes Side Academy uses restorative practice to build upon the 'Getting Along Together' work carried out in class to enable children to self-regulate their own learning and behaviour to build and repair relationships.

## **Expectations outside the classroom**

In the case of the above behaviours happening outside the classroom, all members of staff are collectively responsible for promoting positive behaviour and for the implementation of strategies aimed at supporting positive pupil behaviour. Every member of the staff plays a key role in fostering a respectful and supportive environment, ensuring consistent application of behaviour management practices across all areas of the academy.

If a pupil struggles during unstructured times, such as break or lunchtimes, then additional strategies may be employed to support them. If all other strategies have been exhausted, a lunchtime suspension may be issued.

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

Expectations for behaviour in and 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.

## **Children with Additional Needs**

Enabling our pupils to recognise emotions and use the emotional vocabulary related to them is key. This is taught to our pupils through our 'Getting Along Together' and PSHE curriculum. We also ensure teaching is adapted to meet the learning needs of the pupils.

Due to differing needs, some pupils can present emotions such as heightened state, anxiety or withdrawal (please refer to SEND policy for further information). We offer pupils calming and coping strategies and areas around the school for them to emotionally self regulate under the sensitive supervision of an adult. When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of the support being provided. In certain cases, this will be outlined in an individual one-page profile or behaviour/pupil plan/risk assessment.

## **Recording behaviour**

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

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

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

## **Procedures for damage to property**

When a pupil deliberately damages property, they may be expected to pay a contribution towards the repair. Parents/carers will be informed.

## **De-escalation Strategies**

Where a pupil is making the wrong choices, staff members will implement de-escalation strategies to calm the situation. This includes:

- Remaining calm and using a modulated, low tone of voice
- Using simple, direct language and affirmative statements
- Not meeting the pupil's emotion with their own
- Show open, accepting body language, e.g. not standing 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. All staff have the legal power to use reasonable force in order to keep the pupil and /or others safe and maintain good order and discipline.

Key staff at Hawes Side Academy are specifically 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.

Points to note:

- Consequences will never involve taking away a previously earned reward such as a values token or certificate 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, an opportunity is provided to repair and restore relationships followed with reassurance that the 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.

1. Can you tell me:
2. What happened?
3. What were you thinking/feeling at the time?
4. What have you thought since?
5. How did this make people feel?
6. Who has been affected by this?
7. How have they been affected by this?
8. What can be done to make things right?
9. 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?             | <p><i>This reflection helps the children to reconsider their actions and replay their thought processes.</i></p>  |
| What have you thought since?                    | <p><i>This question allows the child a change of attitude, a shift in explanation or even the possibility of an apology.</i></p>  |
| How did this make people feel?                  | <p><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></p> |
| Who has been affected?                          | <p><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></p>   |
| How have they been affected?                    |   |
| What should we do to put things right?          | <p><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></p>   |
| How can we do things differently in the future? | <p><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></p>  |

## 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?              |  |
| What consequence (if any) do you think would be appropriate? |  |

## Affirmative Statements (I Message)

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

A construct to support with conversations is:

What is the impact on you?

**'...I feel....'**

Name the behaviour you have witnessed

Don't use generalists, e.g. always, never, everyone, all.

**'When you...'**

Identify what you need

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