



# Behaviour Policy

**Document Review Date: September 2024**

**Date of Next Review: September 2025**

**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

- Suspensions and Exclusions
- Positive Handling Policy
- Child Protection and Safeguarding
- Staff Code of Conduct
- Anti-bullying

## 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.

### The Role of Pupils

The pupils are responsible for taking responsibility for their own behaviour both on and off the academy site.

## 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 vision 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 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.

## 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 and cheers 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 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
- Has well-planned lessons with learning that 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

Effective and well organised classrooms are paramount to creating a harmonious learning environment. 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.

## **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 Academy 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 Academy 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 undesirable behaviour	Adult action in response to undesirable behaviours	Reason for action
Not actively listening Talking during independent tasks Treating resources disrespectfully Disrespectful behaviour	<u>Verbal reprimand</u> Delivered calmly Use of affirmative statements/I Message	To redirect behaviour. Enable children to understand how their actions impact on others and they have a choice in how they respond. Helping them to make the right choice.
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> Delivered calmly Use of affirmative statements/I Message	To ensure high standards and pride in work. Understanding what it is to be a responsible learner.
Continued disrespectful behaviour	<u>Utilise break for reflection or request missed learning to be completed</u> Delivered calmly Use of affirmative statements/I Message	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	Adult action in response to undesirable behaviours	Reason for action
Persistent disrespectful behaviour	<u>Withdrawal of privileges or representing the academy</u> <u>Involve parents/carers to discuss next steps/strategies</u> Delivered calmly Use of affirmative statements/I Message	For the pupil to recognise the importance of living out the academy values and following the expectations shared. Recognising the impact their actions have on others. Recognise that a positive change in behaviour is still possible. To see the importance of responsibility within their role/job within the academy.
Continued, persistent defiance and/or rule breaking with intent. Violent aggression to others, targeted and with intent to hurt. Extreme damage to property and/or resources with intent to cause damage	<u>Suspension/permanent exclusions</u> <u>Withdrawal from peers</u> <u>Involve parents/carers to discuss next steps/strategies</u> Delivered calmly Use of affirmative statements/I Message	All reasonable adjustments and strategies have been exhausted.

In the case of the above during lunchtime, the welfare staff will be supported by class teachers in their decision making and actions.

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 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 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.

### **Emotional Support**

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.

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

### **Additional Support**

Where a pupil's behaviour is continually disruptive, despite strategies and alternate approaches being utilised, staff will follow the positive handling policy where it is reasonable to do so.

Reasonable endeavours will be used to engage and work with outside agencies to support the pupil.

### **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 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. Key staff at Hawes Side Academy are trained 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.

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?

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 Guidance

## 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 (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...'**