



Hawley Primary School

Behaviour Policy

Issue Date: Spring 2017

Review Date: Summer 2020

“Pupils’ behaviour is outstanding. From the outset in the Early Years Foundation Stage, children develop very positive attitudes to learning. Pupils feel very safe in school.”

OFSTED 2014

School Ethos

At Hawley, we want every child and every family in our school community to feel welcomed, valued and involved. We have high expectations of pupils' behaviour and of their attitudes to learning. We provide an environment in which children feel secure and are therefore able to thrive, develop self-confidence and take responsibility for their own actions.

We recognise that a close partnership with parents is essential in order to create a happy and orderly school community.

We know that consistency across the school, from all members of the school community is essential to ensure good discipline and good behaviour and know that these factors are essential for effective teaching and learning to take place.

Our aims:

- To encourage children to manage their own behaviour and to take responsibility for their actions.
- To ensure that children learn to value each other and to respect peoples' differences.
- To provide an engaging and exciting curriculum that will ensure that pupils are motivated and engaged in their learning.
- To maintain order in the classroom and in the playground so that everyone can thrive in a positive environment.
- To treat children fairly and politely, modelling our expectations of good behaviour.
- To identify all forms of bullying and to act swiftly and appropriately.
- To create a happy, friendly community where pupils, staff, parents and governors work together to improve all aspects of school life.

The Hawley Charter

The Hawley Charter was developed in consultation with the school community and is a positive reminder of our expectations of behaviour at Hawley.



At Hawley.....

We try our best

We have friendly smiles that tell others that we are kind

We listen when someone else is talking

We are polite to each other and remember to say “Please” and “Thank you”

We take care of our environment

We are kind and thoughtful and do not say or do hurtful things

We respect our own and others’ belongings

We treat others in a way that we would like to be treated

Class rules

At the beginning of each academic year, each class devises their own set of class rules using the Hawley Charter as a starting point. Class rules set out expected behaviours for the children in the class. These rules are displayed in the classroom and are constantly reinforced through circle times, PSHE lessons, class assemblies and on an “as and when” basis.

Rewards and Celebrations

At Hawley, we focus on positive reinforcement to encourage pupils to act in an appropriate manner. We recognise the importance of acknowledging and celebrating the achievements of the children with praise and affirmation. In addition to praise given by adults in the classroom, children are also rewarded by –

- Being entered in the Sunshine Book, which is then read out in Sunshine Assembly
- Going to other staff or to the Head Teacher for extra praise
- Being given special responsibilities
- By members of staff letting parents know how pleased we are with their child

Sanctions

Most children will respond to a simple telling off but there are some children who find it difficult to behave appropriately or who consistently challenge our rules. In all instances of unacceptable behaviour, the circumstances and the individuals involved are carefully considered.

Sanctions may include:

- Reflecting on behaviour during playtimes or parts of playtime
- Being taken to another classroom for part of a session
- Finishing work at play time or lunchtime
- Being withdrawn from participating in a favourite activity for a short period of time
- Being taken to a member of the Senior Leadership Team

Further strategies

Restorative Conversations

Restorative conversations are particularly used when there has been conflict between children. The adult leading the conversation ensures that the children can see the effects of their actions, see how to resolve the situation and think about how to take steps to ensure that it does not happen again.

Consistent Approach

If a child does not seem to be responding to sanctions, then meetings will be arranged involving the class teacher, head teacher and parents in order to ensure a consistent approach. Should this approach not meet the child's needs, then outside agencies will be consulted and involved as appropriate.

Behaviour Support Assistants

At Hawley, whilst behaviour management is the responsibility of all members of staff, our Behaviour Support Assistants work with individuals or groups to support children at playtime or in the classroom. These assistants use a wide range of strategies including running social skills groups and developing playtime games. In addition,

they support individuals in their classrooms, lead restorative conversations and give support to children with individual behaviour plans in place.

Identifying children with behavioural issues and monitoring their progress

Through our thorough screening process, we are able to track the personal development, as well as the academic progress, of all our pupils. We aim to identify behavioural difficulties early and put in place interventions to support individuals as soon as possible.

In an inclusive school, at times, there will be a small number of children, who due to a variety of reasons have particular behavioural difficulties. In such cases, the SENDCO will support the class teacher and further interventions may be used including:

- The involvement of a Hawley Behaviour Support Assistant
- A Behaviour Plan
- Home/school books
- Regular communication with parent
- The involvement of outside agencies such as the Primary Learning Support Service, our Educational Psychologist, CAMHS (Camden Adolescent Mental Health Service) or therapeutic agencies, for example, our Music Therapist

Bullying

We take bullying very seriously at Hawley. We specifically discuss bullying with children and we aim to create an environment where children and parents feel comfortable about reporting any incidents to a member of staff.

We hold events such as Friendship week and the NSPCC's Speak Out Stay Safe campaign. We deliver E-safety training to both children and parents to enable open discussion around this issue. Bullying and strategies to deal with bullying are specifically discussed in weekly PSHE lessons.

Please refer to our Anti-bullying Policy

Exclusion

In exceptional circumstances, it may be necessary for the school to exclude a child, either for a fixed term or ultimately permanently. Exclusions are very serious and very rare. They are a final resort and we work very hard to avoid them. Any type of exclusion is made known to our Governors and is recorded on a child's file, which goes on to Secondary school. Parents have the right to appeal against exclusion. The school will follow Camden's exclusion procedures.

Please refer to our Code of Conduct

Use of Reasonable Force Statement (Ref: DfE Guidance - Use of Reasonable Force in Schools)

On extremely rare occasions staff may be required to intervene physically to prevent:

- *A child from harming or injuring him/herself, whether deliberately or not*
- *A child from harming another child or an adult*
- *Serious damage to property*

Any intervention will be proportionate and reasonable to the degree of risk or harm intended to prevent. Should such an intervention be required the school will record the details, including any injury, and contact the parent/carer on the same day to explain the circumstances involved.

APPENDICES

Appendix 1 – Ways in which parents can support their child's behaviour in school

Parents should:

- Make sure that their children come to school on time and are collected punctually at the end of the day.
- Make sure that their children follow the school guidelines connected with dress, jewellery, packed lunches, PE kit and bringing in objects from home.
- Make sure that children have sufficient sleep - tiredness can adversely affect behaviour and readiness to learn.
- Make sure that children complete all home learning tasks.
- Specifically praise and encourage children when they are behaving in the right way.

Appendix 2 - Parent Code of Conduct

Parents must:

- Treat all staff politely in a respectful way, making an appointment to deal with issues that are more complex. Rude or aggressive behaviour will **not** be tolerated.
- Respect the fact that there is no smoking on any part of the school premises or on school outings.
- Take responsibility for all of their children anywhere on school premises before and after school and should maintain the expectations of behaviour encouraged by the school.
- Read all communications from the school.
- Attend parent meetings and events arranged to support their child's learning.
- Inform the school of the reasons that their child is absent on the first day of absence and continue to keep the school updated.
- Not take children out of school. In exceptional circumstances, a written request for leave is required.
- **Never** use **mobile phones** within the school building or on school trips. Mobile phones are permitted at performances but children's images must **never** be shared on social media