



Hawley Primary School

Behaviour Policy

Issue Date: July 2023

Review Date: July 2025

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 we understand that these factors are essential for effective teaching and learning to take place.

All staff are trained in a trauma informed approach which prioritises relationships and teaching children about their own emotional wellbeing, in order to best meet the needs of all of our pupils.

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 people's 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.

Roles and Responsibilities

- The Head Teacher has the overall responsibility of ensuring the effective implementation of the school's behaviour policy.
- The Head Teacher communicates the policy to the school community and ensures that disciplinary measures are applied fairly, consistently and reasonably.

- The School Governors support the Head Teacher in monitoring and reviewing this policy.
- The staff support and uphold the aims of the policy and implement the measures accordingly. The EYFS team adapts parts of this Behaviour Policy as necessary, to make it more appropriate for younger children.
- Parents/carers support their children and work in partnership with the school.

See Appendix 1 - Our expectations of Parents

The Hawley Code of Conduct (see below)

The Hawley Code of Conduct is a positive reminder of our expectations of behaviour at Hawley.

At the beginning of each academic year, each class teacher discusses the Hawley Code of Conduct and sets out the expected behaviours for the children in the class. The Hawley Code of Conduct is displayed in each classroom alongside the Hawley Behaviour Pyramid. The Hawley Code of Conduct is constantly reinforced through circle times, PSHE lessons, class assemblies and on an “as and when” basis.

The Hawley Code of Conduct



At Hawley, we expect children to:

- Behave in a self-disciplined way
- Listen to members of staff and each other
- Make it possible for all children to learn
- Move quietly around the school
- Treat school property and each other's belongings with care and respect.
- Accept sanctions when given
- Use the Hawley Habits of Learning to the best of their ability
- Remember that they are a Hawley ambassador at all times

Everyone at Hawley has the right to:

- Feel safe
- Work and learn together to become the best person they can be

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 singled out as a “Star of the Week” and receiving acknowledgement of this in 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

With positive reinforcement, most children do behave in an appropriate way for most of the time. However, when children do not follow the Hawley Code of Conduct, they need to understand that there are consequences. Any examples of poor behaviour will be judged in context and sanctions will be agreed.

In order to ensure that staff are confident and consistent in applying sanctions, they should refer to “**The Stages of Behaviour.**” This chart separates behaviours into five stages, increasing in severity. For each stage of behaviour, there is a list of possible consequences. One or more of these consequences may be appropriate, depending on the circumstances surrounding the incident. In line with the **Stages of Behaviour**, there is the **Hawley Behaviour Pyramid**, which is a visual prompt for children.

In all instances of unacceptable behaviour, the circumstances and the individuals involved are carefully considered.

See Appendix 2 - Stages of Behaviour

See Appendix 3 – The Hawley Behaviour Pyramid

See Appendix 4 – The Hawley Code of Conduct

Hawley is an inclusive school and therefore, at any time, there will be a small number of children at Hawley, with particular behaviour difficulties, who will need an individual behaviour plan. For these pupils, the school may be following guidance from outside agencies such as PLSS or CAMHS.

Further strategies

Behaviour Reflection Sheet

One of Hawley's sanctions is to be required to complete a **Behaviour Reflection Sheet**. When completing the sheet, the children are required to explain what happened, how their behaviour affected other people and what should be done to put things right.

See Appendix 5 – Behaviour Reflection Sheet

Restorative Conversations

Restorative conversations are recommended 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 the school will arrange a meeting involving the class teacher, head teacher and the parents/carers in order to ensure a consistent approach. Should this approach not meet the child's needs, outside agencies will be consulted and they will be involved as appropriate.

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 children with behavioural difficulties early and put in place interventions to support these 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:

- Extra support for that individual in class or in the playground
- A Behaviour Plan
- 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 Drama Therapist

Bullying

At Hawley Primary School, we believe that all children have the right to learn and develop in a safe, friendly and caring environment. We promote an inclusive ethos that focuses on respecting one another and celebrating difference and diversity.

We aim to ensure that everyone in the school community has an understanding of the definition of bullying, the school policy on tackling bullying and on what the school is doing to prevent bullying.

We want all our pupils to feel safe and that includes ensuring that they and their parents and carers know what to do should bullying occur. Bullying can have devastating and long lasting effects on an individual. It is a completely unacceptable form of behaviour from any member of the school community (child, member of staff or parent/carer) and we will not tolerate it.

Please refer to our Anti-bullying Policy

Physical Restraint

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.

Please refer to the Staff Code of Conduct

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.

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 referring to 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.

Parents must:

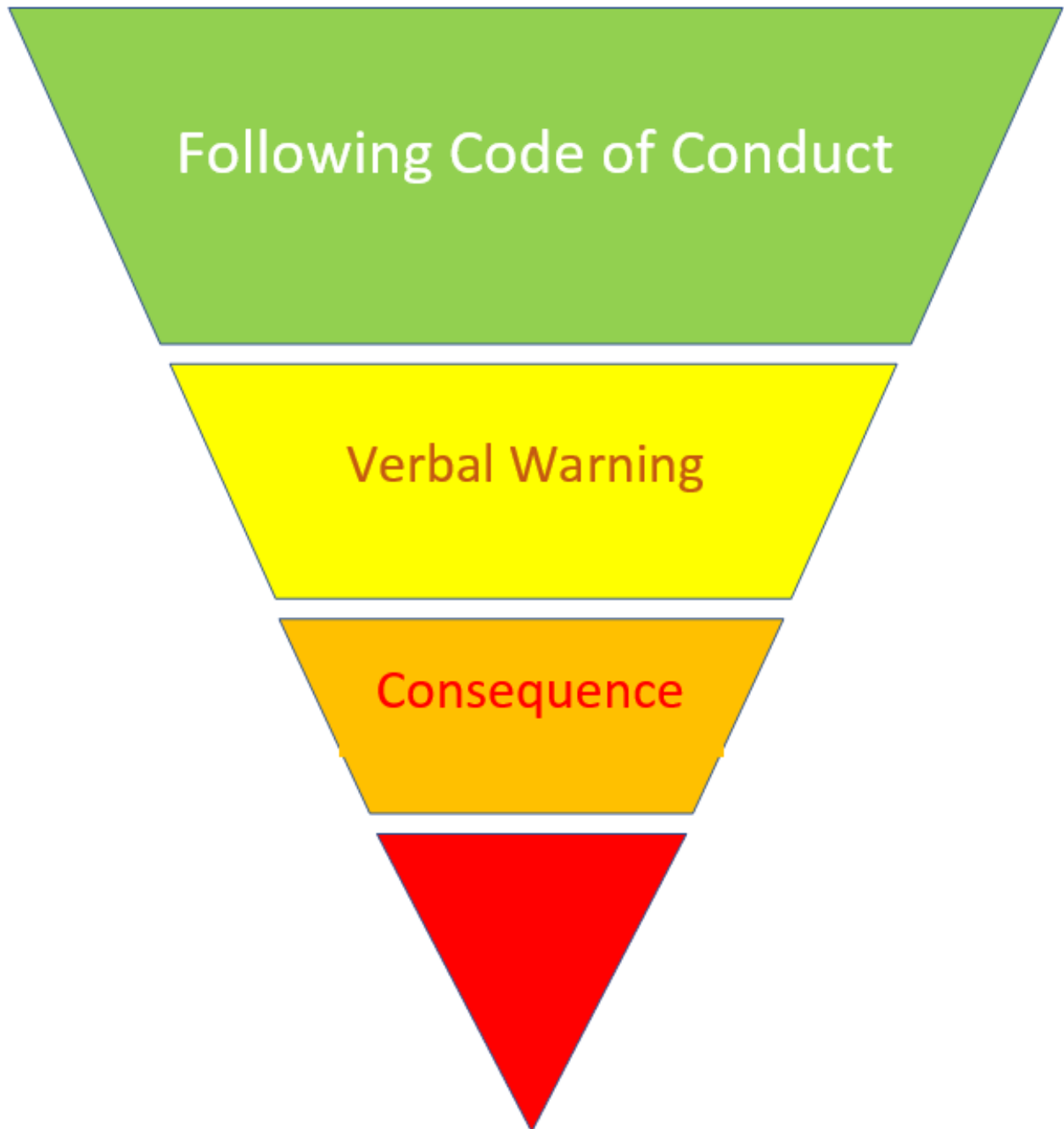
- Ensure that their child abides by the school’s code of conduct.
- Support their child with their home learning.
- Treat all staff politely in a respectful way, making an appointment to deal with issues that are more complex.
- Take responsibility for all of their children anywhere on school premises 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.

Appendix 2: Stages of Behaviour

	Behaviour	Possible Sanctions
Stage 1	LESS SERIOUS <ul style="list-style-type: none"> • Not being organised for school day (re: PE kit/home learning etc) • Eating sweets/gum • Ignoring instructions • Occasional talking at inappropriate times • Not lining up sensibly • Accidental damage through carelessness • Deliberate time wasting • Bringing inappropriate items to the school 	<ul style="list-style-type: none"> • Eye contact • Frowns • Proximity eg sitting next to adult • Reminders of class rules • Change of seating • Name on boards (KS2 only)
Stage 2	DISRUPTIONS <ul style="list-style-type: none"> • Wandering around • Persistently not handing in home learning • Interrupting teacher when talking to whole class • Interrupting and/or annoying other pupils in class and at play • Talking during Assembly • Making silly noises • Pushing in line • Not responding to teacher's request to work • Work avoidance • Playing in the toilets • Using equipment inappropriately • Minor challenge to authority/demonstrating unpleasant attitude towards others • Rough or inappropriate play 	<ul style="list-style-type: none"> • Separation from the rest of the class/group • Completing unfinished work at playtime/In free time • Time out in class • Time out from playground • Time out in the playground <p>Also refer to above sanctions</p>
Stage 3	MORE SERIOUS <ul style="list-style-type: none"> • Being more disruptive, deliberately creating a disturbance • Disrespectful comments • Challenge to authority • Swearing (verbal and/or physical gestures) • Wilful destruction of property • Physically harming someone • Leaving class without permission • Deliberately giving false information to a member of staff • Repeated refusal to follow instructions • Harmful offensive name calling e.g. racist, homophobic • Bullying (including Cyber Bullying) • Repeated behaviour from Stages 1 and 2 	<ul style="list-style-type: none"> • Internal exclusion (KS2 only will go to another class for 1 session and also complete a Behaviour reflection sheet) • Formal contact with parents eg letter(s) Home/telephone calls • Completing Behaviour Reflection Forms • Letters of apology • Head Teacher/Deputy/Assistant Head Teacher informed and will take action • Playground exclusion for up to one week at HT's discretion • Add note to CPOMS describing behaviour and sanction given- 3 notes will move child up to stage 4 <p>Also refer to above sanctions</p>
Stage 4	VERY SERIOUS <ul style="list-style-type: none"> • Repeatedly leaving class without permission • Fighting and intentional physical harm to other children • Throwing large dangerous objects e.g. chairs • Serious challenge to authority • Verbal abuse to any staff member • Wilful destruction of property • Persistent dishonesty • Stealing • Persistent Bullying • Repeated behaviour from Stage 3 	<ul style="list-style-type: none"> • Immediate involvement of HT/DHT • Formal contact with parents eg letter(s) Home/telephone calls with follow-up letter • Fixed term exclusion • Send to HT's Office • Internal exclusion <p>Also refer to above sanctions</p>
Stage 5	EXTREMELY SERIOUS <p>Verbal/physical abuse towards any staff member Extreme danger or violence Bringing to school dangerous weapons/objects Leaving the school site Serious malicious allegation against a pupil or member of staff Running away from staff whilst on a school trip</p>	<p>Fixed term exclusion Permanent Exclusion Behaviour pertaining to lunchtimes will involve exclusion at lunchtimes</p> <p>Also refer to above sanctions</p>

There will be a small number of children at Hawley, with particular behaviour difficulties, who have an individual behaviour plan. For these pupils, the school may be following guidance from outside agencies such as PLSS or CAMHS.

Appendix 3 – The Hawley Behaviour Pyramid



The Hawley Code of Conduct



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- Accept sanctions when given
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- Remember that they are a Hawley ambassador at all times

Everyone at Hawley has the right to:

- Feel safe
- Work and learn together to become the best person they can be

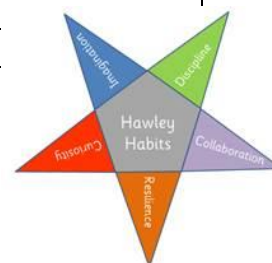
Appendix 5 – Behaviour Reflection Sheets

Hawley Key Stage 1 Reflection sheet

Name:	Date:
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What did I do wrong?

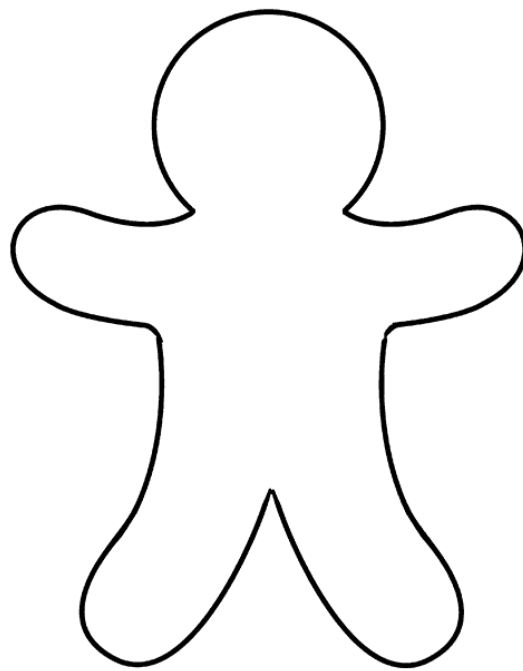


How can I make it better?

Hawley Habits of Learning



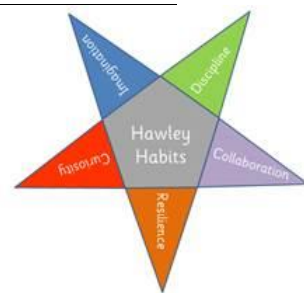
How did I feel?



Hawley Key Stage 2 Reflection sheet

Name:

Date:



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As a result of my behaviour, I have broken the Hawley Code of Conduct because...
(Explain what happened here)

What feelings did you have before the incident? What made you feel that way?

How did you feel after the incident? What made you feel that way?

How did my behaviour affect others?

What could I have done differently?

What could I do to help me calm down again?

Which of the Hawley Habits of Learning could I use to help resolve and improve the situation?
How would it help?

Hawley Habits of Learning

