



**Behaviour Policy  
for  
Nicholas Hawksmoor Primary School**

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## Introduction

At Nicholas Hawksmoor Primary School we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy echoes our core values of Quality, Enthusiasm and Partnership with an emphasis on respectful behaviour, a collaborative approach to managing poor conduct, and dynamic interventions that support staff and pupils. It has been revised following a review of the work of Paul Dix, author of *'When the Adults Change, Everything Changes'* and underpinned by the DfE guidance within *'Behaviour in Schools'*, July 2022.

## Principles

The basic underlying principles of our behaviour policy are as follows:

- All children have the right to be safe
- All children have the right to participate fully in school life and enjoy their education
- All children have the right to learn in an environment free of disruption and aggression
- All teachers have the right to teach in an environment free of disruption and aggression
- Quality teaching and learning can only take place in a well-ordered and purposeful



environment

- Consistency in expectations and implementation of our policy is key to its success

### **Aims of our policy**

- To ensure children are safe and enjoy school
- To develop a caring, purposeful, and positive learning environment where teaching and learning can take place
- To motivate children towards learning, be ambitious and enable them all to improve on their personal best
- To promote self-esteem and self-discipline, self-respect and respect for everyone in the school community
- To encourage good behaviour and attitudes
- To ensure that all children know what behaviour is expected of them
- To encourage children to take responsibility for their behaviour and learning, promoting age-appropriate independence
- To nurture children's ability to self-regulate and develop the emotional resilience necessary to deal with everyday problems
- To identify and effectively support pupils with significant behaviour difficulties, working alongside external agencies as appropriate
- To prepare pupils for living purposeful future lives

### **Positivity and consistency**

We firmly believe that by consistently recognising positive behaviours, this will ensure an effective environment for learning. We also want our children to feel that they have a personal investment in the day-to-day running of the school. This helps to further promote good behaviour for all.

We expect adults to:

- create certainty and consistency around school expectations
- promote and recognise positive behaviours at every turn
- model the level of respect and behaviour that we expect from the children

We expect children to:

- be clear in the knowledge of what they are required to do to achieve
- be praised, supported and encouraged consistently and effectively
- take responsibility for their own decision-making

At all times we believe that positive reinforcement is the best way to achieve good behaviour. Clear and consistent routines and their delivery are key to establishing a positive learning environment for all within the school. We expect every member of the school community to behave in a considerate way towards others. Good behaviour will be recognised at every turn; carefully selected by example; and collectively, through during regular day-to-day activities and assemblies. Children will be encouraged to understand that compassion, kindness, respect, politeness, and truthfulness are qualities to which they should aspire.

All children are supported in recognising examples of good behaviour and we believe it is important for children to understand that positive choices should be celebrated. This will help them to develop greater responsibility for their own actions.



All staff are expected to demonstrate these values at every turn; meeting and greeting at the start of each day to ensure children feel valued, important and give them a sense of belonging; being organised and ready at key transition points of the day; saying goodbye at the end of each day to ensure that children are safely dismissed; and valuing and recognising behaviour that is above and beyond by telling the pupil, awarding Dojos, celebrating with certificates of achievement, and even telling parents in person or via phone calls home.

### **Three golden rules**

We have three simple rules which we expect every member of the school to do their best to uphold:

- ***Be Ready***
- ***Be Respectful***
- ***Be Safe***

All staff will teach, encourage, promote, and model good behaviour through these rules. To achieve this, positive behaviours will be reinforced throughout all aspects of school life:

#### ***Ready – Are we ready?***

- Are we organised and ready to start?
- Are we listening and ready to learn?
- Are we calm, orderly and ready for assembly?

#### ***Respectful – Are we being respectful?***

- Are we respecting others by being kind?
- Are we being respectful and honest in what we say?
- Do we listen, understand and respect others' opinions?
- Are we being polite and respectful, showing good manners?
- Do we take care of our environment and respect what we have?

#### ***Safe – Are we being safe?***

- Are we behaving in a safe and orderly manner?
- Are we using equipment safely?
- Do we ensure our friends are safe too?
- Are we waiting patiently and safely?
- Are we in control, keeping ourselves and others safe?

### **Our curriculum**

Our rich and broad curriculum and teaching approaches promote good behaviour by giving opportunities for:

- Collaborative and co-operative work
- The discussion of health, wellbeing and social matters
- Discussion and promotion of moral values



- Direct teaching about protected characteristics and the importance of rejecting prejudice
- Discussion and the chance to listen to the views of others
- Health and Wellbeing and RE themes which promote a clear sense of right and wrong, understanding and tolerance of different beliefs and cultures
- Specific anti-bullying work – completed in each year group
- Off-site visits which encourage and help pupils to understand requirements of appropriate etiquette, conduct and behaviour in different settings

### **Partnership with parents**

We view parents as important partners in establishing, improving and maintaining good behaviour. Positive relationships with parents are key to ongoing success.

If we have a concern about a pupil's behaviour, we will share it with parents as soon as possible in order to work constructively together to address it. If there is a pattern of poor behaviour, we will seek to discuss and understand underlying issues, and agree strategies to use at school and home in a clear and transparent manner to support improved behaviour together.

Importantly, we acknowledge that as adults, we are models for the behaviour we want to always see in children.

Parents can help by:

- Recognising that an effective behaviour policy requires close partnership between parents, teachers and pupils
- Role-modelling positive behaviour and attitudes towards others
- Celebrating children's learning and achievements
- Discussing our school rules with their child, emphasising their support for them and assisting when possible with their enforcement
- Encouraging children to be independent (age-appropriate)
- Attending Parents' Meetings and by developing informal contacts with the school
- By remembering that staff deal with behaviour problems patiently and positively acknowledging that as adults we are all models for the behaviour we want to see in children at all times.

### **Recognition and rewards**

Recognition is vital so that positive behaviour and effort is consistently seen to be rewarded. These may include:

**Verbal feedback** – this should be delivered frequently, and with enthusiasm for children to recognise that this is the way to gain attention. Where necessary, it should be carefully targeted and irrelevant of any past indiscretions. We accentuate the positives at every turn.

**Dojos** – these positive points are given throughout the day and recognise a pupil's effort, application, progress or quality of learning and character throughout the school day. This is recorded on pupils' profiles. Parents have logins so that they can view the achievements in their learning from home.

**House Points** – earned by representing the school at an event; entering House Competitions; showing great teamwork or working well collaboratively. These points contribute to the House Cup at the end of the year.

**Headteacher Awards** – celebration certificates for a pupil's approach to learning /



behaviour and role-modelling and presented during whole-school assemblies.

**Golden Letters** - following nominations by class teachers and being recognised for specific efforts, pupils may be invited to a Headteacher Tea Party.

**Assemblies** – achievements, certificates, and awards (both in and out of school) are celebrated in assemblies

### **Managing and modifying behaviour**

Pupils are responsible for their own behaviour. Staff are responsible for teaching and reminding pupils how to behave and delivering this message through continuous positive reinforcement. To encourage children to accept responsibility for their behaviour, procedures are clearly and regularly explained and demonstrated in the classroom, on the playground, and during assemblies. The primary message to communicate is:

***‘Your behaviour is your responsibility.’***

We believe that every member of the school community has a fundamental right to learn in a safe, supportive environment and to be treated with respect. Staff should deal with poor behaviour directly without delegating it to others. When children behave poorly, it is important that wherever possible, staff should address pupils privately with a calm, emotionless response and give pupils ‘take up time’ to adjust to reminded expectations. Staff will use these steps for dealing with poor conduct.

#### **Redirection**

Staff use non-verbal cues, adjust seating plans accordingly, acknowledging a recognition of pupil choices by showing disappointment, but encouraging pupils to re-engage.

#### **Reminder**

A reminder of the expectations for pupils to be **Ready, Respectful, Safe** delivered privately to the learner. Staff member makes them aware of their behaviour, reminding them that they have a choice to do the right thing. This may still be via non-verbal cues that do not highlight the behaviour within the classroom.

#### **Caution**

A clear verbal caution delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a choice to do the right thing. Pupils will be reminded of their previous good conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged offering pupils a final opportunity to put things right.

#### **Time out**

The pupil is asked to speak to the teacher away from others; boundaries are reset; they are asked to reflect on their next step; again, they are reminded of their previous positive conduct/attitude/learning; pupil is given a final opportunity to reengage with the learning/follow instructions.

Pupils should only be out of classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. If this is unsuccessful, or if a pupil refuses to take a time-out, then they will be asked to leave the room. If appropriate, a middle or senior leader will be called to support, to enable the teacher to continue the lesson.



## **Internal referral**

If necessary, the pupil will be referred internally to another classroom for the remainder of the lesson to prevent further disruption to pupil learning.

***Staff must always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.***

## **Examples of poor behaviour**

As a school community, we must work actively together to discourage the behaviour that we do not wish to happen. This includes all examples of child-on-child abuse as well as other indiscretions as listed below:

- Disruptive or defiant behaviour
- Physical or verbal aggression
- Bullying – verbal, physical and ‘cyber’ bullying
- Disrespecting others / insolence
- Prejudicial language and attitudes towards any protected characteristics
- Swearing and poor language
- Violence / fighting
- Theft / damage to property
- Inappropriate behaviour (illicit substances / materials / sexualised behaviour).
- Truancy

All significant incidents of poor behaviour must be reported and recorded on CPOMS and the behaviour will be categorised accurately. If this threshold is met, then parents must be informed either in person or via a phone call home. Voicemail messages should not be left; instead, staff should ask for a call back to discuss the situation.

## **Sanctions and consequences for perpetrators of poor behaviour**

Our approach to behaviour encourages children to be responsible for their choices and decisions. Children need to know what is expected of them and realise the importance of the way they behave and how it affects themselves, their peers, their parents, and their teachers.

When presenting poor behaviour, children will need to be made aware of what possible consequences or sanctions there may be. It is important that the consequence is relevant and proportionate. All actions taken and sanctions given will take into consideration the context of the incident, the impact on others, and have the right emphasis in supporting and improving future behaviour. These may include:

- Timeout from activities
- Withdrawal of privileges / break times etc.
- Completing work unfinished as a result of poor behaviour
- Clearing up if behaviour has involved disrespect of property / environment
- Removal to another class for a period of time
- Paying for damaged items / property
- Formal meeting with parents and pupils to address the impact of behaviour to educate and re-establish expectations
- A letter of apology
- Directed activity away from peers





- Targeted educational input with pupil relevant to the context of behaviour incident
- Internal exclusion from the class / year group / specific activity for a period of time
- Involvement with external agencies e.g. PCSO, police etc.
- Suspension from site at lunchtimes at school
- Fixed-term suspensions or permanent exclusions from school

### **Restorative Practice**

Where behaviour has had a direct impact upon another pupil(s), we recognise a responsibility to give care and support to those affected to ensure they feel safe, heard, and supported in the understanding that the offending pupil(s) behaviour is being addressed. Parents of pupils directly affected by another pupil's behaviour will be contacted to ensure that they are informed of the incident, how it has been dealt with, and can support their child. It will always be our intention to restore relationships between pupils, unless there is a significant reason or direction not to do so.

### **Monitoring behaviour**

At times, pupils may have their behaviour monitored by teachers to show progress towards agreed targets set out in agreed behaviour plans. We make sure that this is done discretely, not in a manner that humiliates pupils. We do not use coloured reports, advertise poor behaviour to other pupils, or give fame to those who choose not to meet our high standards of behaviour.

### **Responding to disruptive and challenging behaviour**

Children who evidence frequent, challenging behaviour may be referred to senior leaders. It is important that all restorative conversations take place together with class teachers to demonstrate a united and consistent front for the pupil.

For all children, but particularly those who are additionally vulnerable: children experiencing emotional health and wellbeing issues; or who have SEN+D, SEMH, ASD or ADHD needs; or who have experienced challenging circumstances at home such as LAC or Previously LAC children, we make every effort to understand their behaviours and individualise our response to them.

We treat all children with care, concern, and sensitivity. We acknowledge their right to privacy. We ensure that we address their needs, where necessary, through personalised planning and differentiation throughout the school day.

Additionally, we will seek to understand their circumstances and involve their family and external agencies to ensure they are safe and that their emotional needs are being met. We may allocate additional provision and resources to ensure they are able to learn in the school context and achieve success.

It is sometimes appropriate to create a written individual behaviour plan/pastoral support plan which is agreed by parents, staff and pupils that includes desired outcomes, rewards/sanctions, over an agreed period of time until review. We may also employ or refer to additional internal and external agencies such as the pastoral/mental-health lead, SENCO, Behaviour Support Team, Educational Psychology Service, or CAMHs.





### **Behaviour away from the school site**

The school also has a remit to address poor behaviour outside of the school site and on the way to and from school where appropriate. The Department for Education has issued schools with regulations on managing pupils' behaviour outside of the school site and outside of school hours. Here children may remain subject to the school behaviour policy. Any poor or disrespectful behaviour outside of school will have the same consequences as if they were within the school or school hours. By sharing our policy with parents and our community, we believe we can work together to ensure the healthy growth and development of every child.

### **Equal opportunities**

At all times we will ensure that all children are treated fairly and equally. We will ensure that there is no prejudice or bias in our policy or the way we deal with rewards or consequences.

### **Positive handling**

Positive handling or restraint, is a last resort and only used when absolutely necessary: The Education Act 1996 forbids corporal punishment but permits staff to use reasonable force to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline at the school.

Where a pupil is seriously disrupting a lesson and refuses to leave the classroom, a minimum level of physical force may be used to remove the pupil from the classroom. The pupil should be taken to the nearest appropriate safe place away from other children. Staff are guided not to use restraint unless they have received training and should seek support from senior / trained staff in accordance with the Positive Handling Policy.

### **Drug and alcohol related incidents**

It is the policy of this school that no pupil should bring any drug, legal or illegal, to school. If a pupil will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought in.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any pupil involved will always be notified. Any pupil who deliberately brings substances into school for the purpose of misuse will result in a fixed-term suspension. If the offence is repeated, the pupil may be permanently excluded, and the police and social services will be informed.

If any pupil is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that pupil to be taken home. It is forbidden for anyone, adult, or child, to bring onto the school premises illegal drugs. Any pupil who is found to have brought to school any type of illegal substance will receive a fixed-term suspension. The pupil will not be readmitted to the school until a parent or guardian of the pupil has visited the school and discussed the seriousness of the incident with the Headteacher. If the offence is repeated, the pupil may be permanently excluded, and the police and social services will be informed.



## **Fixed-term suspensions and permanent exclusions**

We do not wish to suspend or exclude any pupil from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for suspensions and exclusions, and the standard guidance, called *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - guidance 2022*. We recognise the duty on schools and local authorities to make full-time educational provision for suspended pupils from day 6 of their suspension; the duty on parents and carers to ensure their pupil is not present in a public place during the first five days of a suspension; and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period suspensions.

Only the Headteacher (or the acting Headteacher) has the power to suspend a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion if the circumstances warrant this.

If the Headteacher suspends a child, s/he informs the parents or carers immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Local Academy Board (LAB). The school informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the LAB about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term. The LAB itself cannot either suspend a pupil or extend the suspension period made by the Headteacher. The LAB will convene a discipline committee, which is made up of between three and five members. This committee considers any suspension or exclusion appeals on behalf of the LAB.

When an appeals panel meets to consider a suspension, they consider the circumstances under which the pupil was suspended, consider any representation by parents/carers and the LA, and consider whether the pupil should be reinstated. If the LAB's appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling. All suspensions and exclusions are reported to the Local Authority, in line with the Northants Exclusion Policy and statutory DfE guidance (see attached links).

## **APPENDIX A – Staff guidance and scripts**

### **Reinforcement strategies and reminders**

- catch the pupil being good and promote positive behaviours: smiles, thumbs up, named praise, positive peer feedback
- non-verbal cues – ‘the look’
- tactical ignoring
- simple, calm general statement to class/group
- give pupil time and a chance to respond
- anticipate compliance through instructions framed with ‘thank you for...’

### **30 second interventions**

There is no one ‘correct’ script when a pupil chooses to ignore reminders. However this approach is an effective one to address most scenarios:



- gentle and calm approach, personal, non-threatening, side on, eye level or lower
- state the behaviour that was observed and which rule/expectation/routine it contravenes
- tell the pupil what the consequences of their actions will be if it continues
- refer to previous good behaviour/learning as a model for the desired behaviour
- walk away from the pupil; allow them some 'take up time' to decide what to do next
- if there are comments, then write them down and follow up later – do not chase any secondary behaviours that may occur at this point

### **Restoring positive relationships**

Reparation conversations are a core part of restoring a positive atmosphere between staff and pupils. One of the keys to these is the environment they take place in. Walk and talk, stack books and talk, clean tables and talk etc. It is important that during these conversations, some of the following key questions are asked:

- what happened?
- what were you thinking at the time?
- what have you thought since?
- how did this make people feel?
- who has been affected, and how?
- what should we do to put things right?
- how can we do things differently in the future?

Reaffirm your commitment to building a trusting relationship. Staff will take responsibility for leading these conversations; middle and senior leaders will support if required.

### **APPENDIX B – Supporting resources and links**

[Behaviour in schools: advice for headteachers and school staff 2022 \(use from 1 September 2022\)](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - guidance 2022](#)

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<https://whentheadultschange.com/>

<https://www.headstartkernow.org.uk/Paul%20dix%20How-to-Write-an-Outstanding-Behaviour-Policy-2016.pdf>

### **Government Legislation**

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002



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- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- Education Act 2011
- Schools (Specification and Disposal of Articles) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Behaviour and discipline in schools (DFE, 2012)
- The Education (Independent School Standards) (Amended) (England) Regulations 2014