



Behaviour Policy

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**Policy Reviewed and Adopted by
Governing Body:**

Date of Next Review: 30th June 2019

Responsible Officer: Vice Principal: C Boothroyd

Introduction

At Hawes Side Academy, we are committed to providing a community, which fosters warmth with 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 happy, safe and secure; a culture that is set by the way adults behave.

Purpose of this policy:

Our overarching vision of this policy is to nurture happy, resilient, independent life-long learners in line with the academy's vision, mission and values.

We aim to make children feel safe through

- The promotion and provision of support to pupils to demonstrate a high standard of behaviour
- The promotion of self-awareness, self-control and acceptance of responsibility for our own actions
- The creation and maintenance of a positive and safe school environment where pupils can grow socially, emotionally and academically
- The promotion of mutual respect between all members of our community, for belongings and the school environment

The aims are achieved when:

- Staff consistently use restorative approaches in their interactions with pupils
- Staff have high expectations and maintain boundaries at all times
- The choice to behave responsibly is placed on the pupil; pupils learn how to make responsible behaviour choices
- Pupils are provided with excellent role models
- Staff and parents work together in the best interests of the child
- Staff, pupils and parents understand that all behaviour choices have consequences, which are applied consistently and fairly within the school in a calm and considerate manner.

Linked Documentation

This policy will be implemented in conjunction with the following school policies:

- Accessibility Plan
- Special Educational Needs Policy
- Positive Handling Policy
- Allegations of Abuse Against Staff Policy
- Staff Code of Conduct

Roles and Responsibilities

The Role of Staff

It is the responsibility of all staff of the academy to comply with the academy Behaviour Policy and related procedures.

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

Parents have a vital role to play in their pupils' education. It is very important that parents support their child's learning and co-operate with the school to promote good behaviour. The academy is very conscious of the importance of having strong links with parents and good communication between home and school.

Procedures

1. Principles for Behavioural Conduct

Following from the British value of democracy, we at Hawes Side believe that our core school values reflect the moral values to promote and provide the right ethos and environment for effective teaching and learning to take place.

Our school values are:

Respect
Resilience
Responsibility
Reflection
Reconciliation

To achieve these, pupils will learn to follow our golden rules:

1) *Treat others as you wish to be treated*

- a) Be a good listener and communicator
- b) Use words and actions that help and don't hurt
- c) Respect yourself and others

2) *Have respect for your environment*

- a) Care for your own and others' property
- b) Move safely and sensibly around the academy and grounds

3) *Try your best in all you do*

- a) Participate fully in the life of the academy
- b) Don't give up

Hawes Side staff will support our pupils to follow our golden rules by:

- Making sure that pupils have the time and space to understand what is being asked of them
- Helping pupils to find ways to recognise and manage their behaviour and emotions in an appropriate way

Our Home School Agreement is agreed between pupils, parents and staff at the beginning of each academic year and is displayed in class.

2. Encouraging Appropriate Behaviour

Modelling

One way that pupils learn about appropriate and inappropriate behaviour is by observing others. Pupils model their own behaviour on other people's responses therefore, it is important to give them the opportunity to observe positive role models.

Hawes Side staff are committed to providing positive role models for our pupils:

- Through modelling consistent, appropriate, positive behaviour at all times
- By highlighting pupils' appropriate behaviour to their peers, explaining why this was a good choice
- Older pupils are given opportunities to act as positive role models to younger pupils e.g. having a position or responsibility such as Prefect or Play Pal.
- Pupils are given first-hand experience of a wide range of aspirational role models from outside of the school e.g. visiting speakers and guests

Praise and positive reinforcement

As an academy, we recognise that consistent encouragement, praise and positive reinforcement teaches pupils that appropriate behaviour choices have good consequences. This can be used to recognise and reinforce appropriate behaviour, and encourage pupils who are choosing inappropriate behaviour to make different choices.

Positive reinforcement will take the form of consistent:

- Acknowledgement of good behaviour
- Value tokens and certificates
- Special mention in academy assemblies
- Positive messages communicated to parents e.g. postcard/text
- Individual reinforcement such as stickers or visiting another member of staff to celebrate
- Responsibilities around the school e.g. helping children in other year groups
- More subtle forms of praise for pupils who find overt praise difficult to accept
- Recognising and celebrating achievements whilst in and out of school

Consistent use of modelling, encouragement, praise and positive reinforcement is used to:

- Increase pupils' self-esteem and self-efficacy i.e. a pupils' belief in their own capability to succeed within a certain situation or on a particular task
- Reduce pupils need for extrinsic motivation and increase intrinsic motivation, which will help pupils develop skills in self-regulation of their behaviours.
- Consistency of approach and the use of a common language to reflect this is essential. The use of the pronoun 'we' in terms of relationships within school is a significant ingredient in securing commitment to the academy culture.

Boundaries help to create a safe harmonious community.

At Hawes Side Academy we follow consistent classroom management strategies for all children.

It is important that pupils are supported to understand that inappropriate behaviour choices lead to consequences. Consequences of inappropriate behaviour must be presented to pupils as a choice. This places responsibility for behaviour on each pupil. Furthermore, we believe that pupils should always be positively acknowledged; it is the pupil's behaviour choices that are inappropriate, not the pupil [see appendix 2 for Traffic Light guidance].

If the academy has to implement consequences with a pupil, we ask that parents support these actions. If parents have any concern about the way their child has been treated, they should initially contact the class teacher.

Our aim is not to exclude any child from the academy, although in some cases this may be necessary when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support). Exclusions will only occur following SMT investigations.

As an academy we must be consistent in our application of the golden rules, staff code of conduct, praise and positive reinforcement and consequences. Inconsistency is confusing to pupils and undermines the work of other staff and pupils confidence in our systems.

Emotional Needs

Due to differing needs, pupils can sometimes present emotions such as a heightened state, anxiety or withdrawal [please refer to the SEND file and SEN Policy for further information]. We offer all pupils calming and coping strategies and areas around the school for them to regain composure under the sensitive supervision of an adult. In certain cases, this will be outlined in an individual one page profile or behaviour plan [the traffic light system may not be appropriate for these situations].

To help pupils to self-regulate there is access to resources such as:

- Different areas to work around school i.e. intervention rooms
- Visuals
- Sensory and Nurture rooms
- Interventions specific to their needs

- One page profiles
- Speech and Language
- Different classrooms
- Stress toys, including 'bite' toys
- Regular/familiar adults
- Walk and talk

If a pupil struggles during unstructured times such as break or lunchtimes then strategies may be employed to support them e.g. Guardian Angels.

Restorative Approach

Hawes Side Academy uses a restorative approach to create a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning. Restorative approaches have been found to be very effective in improving behaviour and attitude as it promotes telling the truth, taking responsibility, acknowledging harm as appropriate response to conflict and in doing so creates accountability (see appendix 1).

Expectations during out of school activities

Expectations for behaviour on out of school activities remain as those for in the academy. At all stages of planning and preparation for an off-site visit, a risk assessment will be carried out paying due regard to pupil behaviour. Where challenging behaviour is due to a special educational need, appropriate support will be put in place. The academy will endeavour to work in partnership with the pupil's parents and on occasions may request them to accompany their child during out of school activities.

Recording behaviour

Hawes Side monitors pupils' behaviour and records incidents using the academy management information system (MIS) and through SEND procedures where necessary.

3. Further information

Procedures for absconding

If a pupil absconds from the school site parents will be informed immediately. Police may be informed dependant on the vulnerability of the pupil.

Procedures for damage to property

We believe children will behave appropriately if they learn to be accountable for their actions and are treated with kindness and respect, however, if a pupil wilfully damages property they may be expected to pay a contribution towards the repair. When damage to property occurs staff are to inform SLT. After evaluation of the damage, a decision will be made as to whether a contribution will be requested and parents will be informed of the damage and, if necessary, followed by a letter to request payment.

Physical Intervention

Although every opportunity will be taken to diffuse a situation there will be occasions when pupils lose control and may need to be physically restrained. Key staff at Hawes Side academy are trained in the use of Team Teach and follow the policy and procedures set out in the Positive Handling Policy. Parents will be informed if their child is involved in a significant incident.

Malicious allegations against staff

The Principal will decide whether to take disciplinary action in accordance with this policy where a pupil is found to have made false and malicious allegations against a member of staff (refer to Allegations of Abuse Against Staff Policy).

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 and members of the appropriate working party.

Appendices

Appendix 1

Restorative approaches are based on four key features:

- RESPECT: for everyone by listening to other opinions and learning to value them
- RESPONSIBILITY: taking responsibility for your own actions
- REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem.

There is an understanding that we work best when part of a community and that to do so we need an understanding of how a community works, self-awareness of our responsibilities to that community and shared communications skills.

Restorative questions

All participants should be sat in an open circle. 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?
7. What can be done make things right?
8. How can we do things differently in the future?

Restorative Meeting



What Happened?	<i>Listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally important to give your account from your perspective without judgement. Take care how you present your views; step carefully and slowly. Do not predetermine the outcome of the meeting.</i>
What were you thinking at the time?	<i>This reflection helps the child 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. The child needs to have the opportunity to consider others and think about the impact of their behaviour upon classmates who were worried about their anger, visitors who were shocked, younger children who were 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 to recognize patterns in their behaviour and hopefully be aware of poor choices made.</i>

Appendix 2

Boundaries and Consequences (Traffic Lights)

Role Model	Children consistently making the right choices
Ready to Learn	Reminders may need to be given. Remember to use a running commentary/visual reminders
Make better choices	The child's name is moved from the green to yellow; this triggers the first consequence (reflection time - the opportunity to get back to green and make better choices). If successful, the child's name is returned to green.
Teacher Choices	If the behaviour doesn't improve the child's name is moved to orange. This triggers the next consequence; the child has lunchtime/break reflection or reflection during 'Terrific Ten'. The behaviour is recorded on our MIS system, the child is reminded they have the opportunity to correct their behaviour and, if successful, the child's name is returned to green.
Parental contact	Failure to correct behaviour, or individual serious incidents, means the child's name is moved to red which results in a loss of privileges, i.e. internal detention with their class teacher. Class teacher to inform parents at this stage and notify SMT. This must be recorded on the MIS system, a STAR Approach is needed in conjunction with this.
Next Steps:	If after an agreed time there is no change in the pupil's behaviour, paperwork will be analysed and a behaviour plan put in place in liaison with the phase leader and/or a member of the Inclusion Team, parents will be involved and the behaviour target reviewed.

Points to Note:

- Consequences will never involve taking away a previously earned privilege or any intervention time.
- Staff will avoid any consequences that lead to unnecessary shaming or humiliation of the pupil. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing, and can result in increased inappropriate behaviour.
- 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 is not appropriate for pupils
- After a pupil completes lost learning or reflection time, it is important to repair and restore the staff-pupil relationship. Staff should praise his or her behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour. Staff must reassure the pupil that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh.
- In addition to the stages of consequences, where appropriate, pupils will be supported to reflect on their behaviour and be given an opportunity to make amends, for example, they may be supported to make a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted.