



Positive Behaviour Policy

Agreed by the Governing Body	November 2020
Chair of Governors or Committee Chair	Mr J Stothard
Review Date	September 2022
Review Schedule	Annual/ Biannual / 3 Years

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and Discipline in Schools

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

- Mental Health and Behaviour in Schools

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf

- Searching, Screening and Confiscation in Schools

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

- The Equality Act 2010

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

- The use of Reasonable Force in Schools

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schoolsof-reasonable-force-in-schools>

- Supporting pupils with medical conditions at school

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

- School Exclusions

<https://www.gov.uk/government/publications/school-exclusion>

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

Aims of the Policy

- To encourage a calm, caring and purposeful culture within the school to support learning
- To have the highest expectations of pupil behaviour to maximise their opportunity to succeed
- To develop good relationships in school between staff and pupils which are based on mutual respect
- To ensure that colleagues are consistent in the use of rewards and sanctions
- To support children in taking responsibility for their own behaviour staff will use a restorative approach

Vision Statement

At Hawksworth Wood we believe that positive relationships and partnerships based on the highest level of mutual **respect** and understanding are key to success for all members of our community. Hawksworth Wood is committed to ensuring that pupils are enabled and empowered to acquire and develop **resilience** and **independence** to enhance their knowledge and understanding and allow them to become academically and socially successful.

Through our engaging and purposeful curriculum, we aim to inspire a love of learning and develop children who have **curious** minds. We genuinely believe our children embrace our sense of community, our high expectations and **aspirations** for their future. Praise, recognition, and reward are key to developing our safe and thriving school.

Respect Resilience Independence Curious Aspirations

Our Expectations of the Governing Body

The governing body is responsible for reviewing and approving the written statement of behaviour principles.

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation. It will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

Our Expectations of Staff

Managing behaviour is the responsibility of all school staff, teachers, teaching assistants, pastoral staff and support staff. The way we ensure the highest standards of behaviour relies on our understanding and consistent application of the behaviour policy. We need to encourage pupils to make the right choices and take responsibility for their behaviour.

Therefore, all staff are expected to

- fully embrace the school's positive behaviour policy and apply it consistently
- treat all children with respect and kindness
- model expected behaviours and develop positive relationships
- raise children's self-esteem by celebrating successes and letting them understand that they are valued
- reward, recognise and praise pupil effort and achievement
- manage incidents of behaviour using a restorative approach
- recognise that each child is an individual and may require specific support

Teachers are expected to

- create an environment that is organised, resourced, warm, friendly, exciting and reflects the character of the school
- greet the children at the door and ensure they enter the classroom in a calm, orderly manner
- set clear classroom routines for ready to learn and transitions
- use seating plans to promote positive behaviour and relationships
- have an entry task ready
- plan differentiated lessons that challenge pupils.

Our Expectations of Pupils

We expect all our pupils to model safe, kind behaviours that allow everyone to learn. No matter when and where they are the pupils will be guided by our 3 golden rules: **Be Kind. Be safe. Be Ready to Learn**

Our Expectations of Pupils

- listen respectfully to people who are helping you learn
- speak politely to everyone
- respect and take care of your school environment
- to walk smartly and quietly around the school when expected
- respect people's personal space
- be engaged and focused in their learning
- follow reasonable, clear instructions from trusted adults
- follow classroom routines
- we show dignity, respect, and tolerance to all people. We do not use racist, homophobic or discriminatory language.
- always treat people with kindness. We do not bully (refer to anti-bullying policy).
- challenge all forms of discrimination and bullying
- to interact with others safely. We are not aggressive or confrontational.

Our Expectations of Parents

- to work together with the school in order to implement this policy as necessary
- to liaise with school regarding any issues which might affect their child's behaviour

Rewards

At Hawksworth Wood, we recognise that at the heart of a successful positive behaviour policy are strong and trusting relationships, built on care and understanding, which reinforce our ethos and culture. We aim to reassure, encourage and inspire our learners and we use a variety of positive approaches to motivate, build self-esteem and acknowledge within our practice.

Our rewards include:

- Verbal praise, recognition of a child's efforts and attitudes
- Communication with home e.g. certificates, phone calls and texts home, letters
- Stickers/stamps on their individual Jewel Reward Card
- Celebration events
- Regular celebration assemblies
- Attendance rewards (refer to our Attendance Policy)

We recognise that the success of our rewards policy is built on

- consistency of staff practice
- an embedded culture
- secure and trusting relationships

Individual Rewards

The Jewel Card

Hawksworth Wood rewards pupils for meeting our expectations and values. All staff are encouraged to reward for good manners, being kind, caring and helpful, for good and excellent work and positive effort. We reward pupils who support the school community by participating in school activities, including fundraising, productions, parents' evenings and sporting events. We also recognise where a pupil has made a significant improvement and shown great progress. These are recorded for individual pupils on their individual Jewel (reward) Card.

We use the language of our school golden rules: safe, kind and ready to learn when recognising and rewarding to reinforce the values of our school.

Pupils who have completed a Jewel Card will take their card to the Headteacher or a member of Senior Leadership Team at allocated times in the week, so they may be recognised and praised for their achievements.

Level	Jewel Card	Points	Reward
1	Sapphire	25	Certificate. Text home.
2	Ruby	50	Certificate. Text home. Treasure Chest Prize.
3	Emerald	75	Certificate. Text home. Treasure Chest Prize. Letter from Class Teacher. Choose a book
4	Pearl	100	Certificate. Text home. Treasure Chest Prize. Letter from Senior Leader. Afternoon Tea with the Headteacher
5	Diamond	150	Certificate. Text home. Treasure Chest Prize. Letter from the Headteacher. Day trip and adventure

House Rewards

At Hawksworth Wood each pupil is allocated to a school House. The House system encourages a sense of belonging; being part of a vertically aged 'team' that can take part in events, both competitive and non-competitive, and allows the children to celebrate the efforts and successes of a larger group.

All the reward points that a pupil earns as an individual on their Jewel Card are shared with their House and go towards a termly House reward. All pupils who belong to the winning House will, at the end of each term, be invited to take part in an activity or event i.e. watching a film and having popcorn together in the hall. The cumulative House points are shared with pupils every week in assembly and the House shields are moved accordingly so they reflect the current position of the Houses.

Star Certificates

All Class Teachers will identify a maximum of 2 pupils every week for a reward in one of the following categories

- kindness
- excellent learning behaviour
- outstanding work
- being an 'always' pupil

Star certificates are awarded to the Star pupils every week in assembly and a text is sent to their parents/carers. The names of the Star pupils are displayed on the classroom noticeboard.

Consequences

Whilst we recognise the great importance that rewarding the children for following our school values, for effort and for achievement has; we are fully aware that on occasions behaviour sanctions will have to be put in place. The system aims to encourage children to make the right choices about their behaviour within a restorative ethos and provides them with opportunities to do so, providing clear direction of what will happen if positive choices are not made. We believe it to be important that the consequence is in proportion and relation to the behaviour and must be applied fairly across the school.

Staff will always discuss behaviour incidents, of any level, using the restorative question frames to try to understand the incident fully, before making judgements about any rewards or sanctions.

The table below illustrates our stepped approach in responding to certain behaviours. It is deliberately brief for clarity and does not contain an extended list of behaviours – see Appendix A for more detailed table

Level 1 Behaviour - Low Level Disruption	Action/Consequence Class Teacher or Staff on Duty
Talking over teacher or other pupils	1 Remind pupil of the expectation using verbal or non-verbal cues
Calling out	2 Use de-escalation strategies
Interfering with other people property and/or invading personal space	If behaviour continues: 3 Give pupil a 'flagged' warning and remind pupil of expectation and consequence
Losing focus and not learning	If pupil does not correct behaviour:
Not following a clear instruction	4 Pupil is given a same day playtime 'Time Owed'

Making noises and attempting to distract other pupils	(usually partial). RP takes place with class teacher/member of staff.
Level 2 Behaviour	Action/Consequence Class Teacher or staff on Duty
Defiant, refusing to follow instructions	Log on CPOMS
Persistent disruption; not correcting Level 1 behaviour	1 Remove from classroom with appropriate staff for pastoral guidance (Timed)
Deliberate physical and/or verbal antagonistic behaviour	2 Pupil is given a same day playtime Time Owed
Using inappropriate language within earshot of staff	3 Parents are informed of behaviour by Class Teacher
Substantiated bullying	4 Restorative Practice completed
Level 3 Behaviour Examples	Action/Consequence overseen by Pastoral Team or Phase Leaders
Not correcting level 2 behaviours following intervention	Log on CPOMS
Continued bullying despite RP and/or intervention	1 Pupil is given a same day playtime and lunchtime Time Owed
Significant and deliberate verbal/physical confrontation and aggression	2 Where appropriate pupil is isolated from area/class for agreed period of time
Wilful damage to school or others' property	3 Parents are informed of behaviour and are invited to attend a support meeting where a PSP will be completed.
	4 Restorative Practice completed
Level 4 Behaviour	Action/Consequence overseen by SLT and Headteacher
Not correcting level 3 behaviours following intervention	Log on CPOMS
Further, persistent bullying despite intervention at level 3	1 Pupil has no social time for at least 1 day
Intentional racist, homophobic or other discriminatory comment(s)	2 Pupil is placed in internal exclusion for an agreed period
Deliberate, premeditated physical assault	3 Possible period of Fixed Term Exclusion
Malicious allegation against a member of staff	4 Parents are informed of behaviour and invited to attend support meeting to complete a PSP or review a current one
High risk, unsafe behaviour that places themselves or others at risk of harm	5 Restorative Practice completed
Level 5 Behaviour	Action/Consequence overseen by Headteacher
A serious breach or persistent breaches of the school's behaviour policy. Continuing to repeat level 4 behaviours following comprehensive	Log on CPOMS
	1 The Headteacher will discuss the incident(s) with the

interventions. (One off) Serious breaches may include: Intentionally bringing a weapon on to the school site with the intent to harm someone. Knowingly bringing any class of drugs including psychoactive substances on to the school site.	Chair of Governors 2 The Headteacher may make the decision to extend a Fixed Term Exclusion 3 The Headteacher may decide to start a permanent exclusion process
Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.	

Additional consequences for repeated behaviour will move to the next level on the consequence ladder after key staff have reviewed the individual pupil's record of behaviour.

Fixed Term Exclusions

Only the Headteacher has the power to exclude a student and this is only on disciplinary grounds. When establishing facts, the Headteacher must apply the civil standard of proof: 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. A pupil may be excluded for one or more fixed-term periods (up to a maximum of 15 occasions in a single academic year) or permanently. Pupils can be excluded for full days or parts of a day or from the premises at lunchtime if behaviour at this time is disruptive. Usually the Headteacher will exclude for five days in the first instance to fully investigate any incident that may lead to permanent exclusion. The school has the duty to make an arrangement for education if a fixed-term exclusion goes beyond five days.

A Fixed Term Exclusion would always be considered for the following behaviours and incidents:

- An assault on another pupil or a member of staff
- Threatening or intimidating behaviour towards a pupil or a member of staff
- Foul and abusive or discriminatory language directed at another pupil or a member of staff
- Wilful damage to property
- Persistent and serious cases of bullying
- Serious breach of health and safety rules
- Persistent defiance or disruption
- A malicious allegation against a member of staff

Permanent Exclusion

The decision to exclude a pupil permanently would only be taken by the headteacher and would be in line with legislation. The following 2 points from the DfE would guide the decision

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Reasonable Adjustment

Hawksworth Wood recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Consistency lies at the heart of all successful behaviour for learning practices. However, there are circumstances when reasonable adjustments should and must be made. Reasonable adjustments may be applied if there are pupils with special educational needs or for pupils who are on a child protection pathway and normal application may compromise their safety or wellbeing. Alternatively, extenuating circumstances may indicate that there are other factors to consider before a final decision is made in terms of sanction.

Hawksworth Wood works with a variety of external support agencies including the Educational Psychologist, SENIT, Speech and Language Therapy, CAMHS, Mindmate Spa, Headingley Kirkstall Partnership and the North West AIP.

Use of Reasonable Force

When a pupil's behaviour presents a risk of causing significant harm to themselves or others, or a significant damage to property, staff may require, as a last resort, to move or hold a pupil. Members of staff have been trained in the Team Teach strategies which enable staff to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all. Team Teach emphasises the use of diversion, diffusion and de-escalation techniques. Physical intervention through reasonable force is only used as a last resort in order to ensure safety of pupils and adults where this falls under an adult's duty of care.

Any member of staff who has had to move or hold a child will be encouraged to take as much respite time as required before they return to their duties. A member of SLT will arrange for cover to facilitate this as necessary. Any physical intervention will be recorded using the Bound and Numbered Book or CPOMS system. Positive Handling Plans will be tailored to the individual needs of specific children in consultation with the parents/carers if required. For further details, please refer to the Positive Handling Policy.

In line with government legislation we recognise that we may only use physical intervention and reasonable force in the following situations:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- to restrain a pupil at risk of harming themselves through physical outbursts.

At Hawsworth Wood, we recognize that we may use these guidelines but the school's restorative ethos mean that physical intervention would be rarely used and would only be used to ensure a child's or others safety.

Allegations Against Staff

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. The Headteacher may issue a fixed term exclusion or in a particularly serious case of malicious allegation, a permanent exclusion may be considered.

Please refer to our safeguarding policy of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Pupils' Behaviour Outside School Hours

The law states that Headteachers have statutory powers to regulate pupils' behaviour outside of school "to such an extent as is reasonable". Pupils' behaviour outside school hours may be dealt with as if it had taken place in Hawsworth Wood. The Headteacher may exclude a pupil if there is a clear link between that behaviour and maintaining good discipline among the pupil body as a whole. Pupils' behaviour which may be deemed anti-social (i.e. violent, vandalism, threatening members of the public, theft etc) in the immediate vicinity of the school, or on a journey to and from Hawsworth Wood where the child is identifiable from their uniform can be grounds for exclusion.

All incidents will be recorded on the school's CPOMS system. If the incidents are deemed to be bullying, they will be recorded and dealt with in accordance with the Anti-Bullying Policy.

Confiscated Items

Any prohibited items (listed below) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils or parents after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

The Head teacher can search without consent for and confiscate:

- Illegal drugs or other illegal substances, or paraphernalia associated with these
- Cigarettes, tobacco products or vaping equipment
- Inflammable items including lighters, matches, aerosols, lighter fluid and fireworks

- Alcohol
- Stolen goods
- Weapons or items which could be used as a weapon to cause harm
- Materials which are illegal for a child to have, eg racist or pornographic materials
- Any other item deemed inappropriate by the Headteacher.

If an item is confiscated, it will be labelled with the pupil's name and placed in locked storage in the school office. Parents/carers will be contacted to collect the item(s) and also discuss the incident and any further action. If the item confiscated or content of e.g. digital images, is deemed abusive or inappropriate and contravenes the Anti-Bullying Policy then actions will be enforced in accordance. The police will also be involved if deemed appropriate.

Additional links for information and guidance

<https://www.mindmate.org.uk/>

<https://www.schoolwellbeing.co.uk/>

SENDIASS - <https://leedsforlearning.co.uk/Services/5793>

<https://www.gov.uk/guidance/teaching-about-mental-wellbeing>

<https://www.annafreud.org/on-my-mind/self-care/>

<https://www.playgroupnsw.org.au/ParentResources/Health/promoting-children's-mental-health>

https://www.caringforkids.cps.ca/handouts/mental_health