



Hawes Primary School

Behaviour Policy



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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Provide our school's agreed statement of behaviour principles
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of agreed routines, rewards and sanctions

We believe that we promote good behaviour by creating a happy, caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour – this is all part of our agreed curriculum driver of ‘**wellbeing**’ and is at the heart of our school ethos.

We realise pupils’ behaviour improves and they feel safer and happier in school if school staff consistently apply this policy and maintain regular classroom routines.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils.

We have in place calm spaces (the library adjacent to Class 1 and the small annexe rooms to Classes 2 and 3) which can be used to provide an alternative environment for any pupil who is upset, distressed or acting in an unsafe manner. These are places where school staff can take individual children to talk about their concerns or worries or just to calm them down if something has upset or angered them.

We have in post on the staff our own designated, trained Mental Health and Wellbeing Champion (TA Teresa Metcalfe) who as part of her role provides dedicated support to pupils who may need additional support with their behaviour, mental health and wellbeing, as well as also supporting other staff to support these pupils and their needs.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on: • Behaviour and discipline in schools • Searching, screening and confiscation at school • The Equality Act 2010 • Use of reasonable force in schools • Supporting pupils with medical conditions at school.

It is also informed by: The Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is a result of: • DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Definitions

Misbehaviour is defined as: • Poor attitude in and around school at any time of the school day

Serious misbehaviour is defined as: • Repeated breaches of the school rules • Any form of bullying • Vandalism • Theft • Fighting • Racist, sexist, homophobic or discriminatory behaviour

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore: • Deliberately hurtful • Repeated, often over a period of time • Difficult to defend against.

Bullying can include:

Emotional - Being unfriendly, excluding, tormenting

Physical - Hitting, kicking, pushing, taking another's belongings, any use of violence

Racial - Racial taunts, graffiti, gestures

Direct or indirect verbal - Name-calling, sarcasm, spreading rumours, teasing

Homophobic Bullying - on the basis of sexuality or for those who may not behave according to gender stereotype

Cyber-bullying - Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Sexual harassment - Sexual activity, sexual language, creating and sharing sexual images, sexist language

Details of our school's approach to preventing and addressing bullying are set out in our YCAT Anti-Bullying Policy.

5. Roles and responsibilities

The governing body - is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher/head of school to account for its implementation.

The headteacher/head of school - is responsible for reviewing and approving this behaviour policy in conjunction with the governing body. The headteacher and head of school will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy.

Staff - are responsible for: • Implementing the behaviour policy fairly and consistently • Maintaining consistency in applying this policy throughout the school • Modelling positive behaviour • Staying calm when dealing with unacceptable behaviour • Applying all sanctions fairly and consistently • Discussing pupil behaviour and discipline regularly at every staff meeting • Providing a personalised approach to the specific behavioural needs of particular pupils • Attending appropriate training on behaviour management • Ensuring the health and safety of the pupils in their care • Working in partnership with parents and carers, keeping them up to date with their child's progress and behaviour at school • Recording any behaviour incidents in the School Behaviour Log • Maintaining high standards of ethics and behaviour within and outside school and not to undermine fundamental British values and the protected characteristics. The senior leadership team will support staff in responding to behaviour incidents.

Parents - are expected to: • Support their child in adhering to the behaviour expectations of the school • Inform the school of any changes in circumstances that may affect their child's behaviour • Discuss any behavioural concerns with the class teacher promptly.

6. Pupil code of conduct

Pupils are expected to:

- Refrain from any type of bullying or unsafe behaviour
- Behave in a polite and well-mannered way
- Show care and respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings, school and each others' property with respect
- Accept sanctions when given
- Make suggestions through PSHE discussion groups, pupil wellbeing ambassadors or school councillors
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Our School Rules have been agreed by the whole school community as a simple form of the above code of conduct which everyone can know and remember. They are displayed around school in the assembly hall (Our behaviour display), all classes and the main corridors:

- Be **safe**, **kind** and **helpful**
- Engage in your **learning** and use your time well
- **Listen** to others and follow instructions politely
- Be **respectful** of everyone and of all property

7. Rewards and Sanctions

Our children work in a calm and thoughtful manner. There is a strong family atmosphere in the school and pupils both follow our agreed school rules and set their own high standards of responsibility and behaviour.

Our children are **rewarded** for effort through:

- Praise
- Our Friday Good Learning assembly and awards - also published in our weekly newsletter
- Letters or phone calls home to parents
- Special responsibilities/privileges

On occasions of misbehaviour, **sanctions** will be used that involve children losing privileges and being excluded from playtimes. If there is continued misbehaviour, parents will be invited to discuss the situation with the class teacher and headteacher/head of school. Depending upon the misbehaviour, the school may use one or more of the following sanctions:

- A verbal reprimand
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff for a sanction to be applied
- Letter or phone call home to parents (whichever is deemed most appropriate)

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Malicious allegations - where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher/head of school will discipline the pupil in accordance with this policy. Please refer to our Safeguarding Policy for more information on responding to allegations of abuse. The headteacher/head of school will also consider the pastoral needs of staff accused of misconduct in line with that policy.

8. Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which should include: greeting pupils in the morning/at the start of lessons; following our agreed school routines and systems (see Appendix); establishing their own clear routines within the classroom; concluding the day positively and starting the next day afresh; having a plan for dealing with low-level disruption; using positive reinforcement

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents. Staff have specific support and training to inform and enable this.

Pupil support

The school 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. Staff regularly discuss at whole-school staff meetings pupils whose behaviours are causing concern and they may be added to our 'vulnerable pupils list' for additional monitoring and support; we can make use of our Mental Health and Wellbeing Champion to provide both informal support and more formal targeted sessions for identified pupils. The school's Special Educational Needs Co-ordinator can evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. More details can be found in our SEND Policy and SEND Information Report for Parents.

9. Pupil transition

To ensure a smooth transition when they move into the next class, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Behaviour management forms part of staff's continuing professional development, a record of which is kept in the staff training logs in the school office.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher/head of school and the governing body **annually**. At each review, the policy will be approved by the governors.

12. Links with other policies

This behaviour policy is linked to the following policies: • Exclusion policy • Safeguarding policy • SEND policy • Anti-Bullying policy • Positive Handling (restraint of pupils) • School Educational Visits policy

Appendix 1

Hawes Primary School - Statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination (Equality Act 2010)
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the LGB every year.

Review Date- 2nd March 2026

Next ReviewDate-2nd March 2027

Appendix 2

Hawes Primary School - expected behaviours, agreed rules and routines



Hawes Primary School

Expected behaviours, agreed rules and routines



Time of the day	What is expected?	What will not following the expectations look like?	Specific staff/pupil/class routine
8:45-9am when children arrive at school	Children arrive via the yard & main entrance door, walk to own classrooms & cloakrooms quietly and organise their equipment at their desk/places – reading or completing morning activities. Music may be used.	Children making excessive noise as they walk into school and classrooms. Children pushing and being rowdy whilst coming in and taking their coats off. Children not clear on what they have to do when they go into class. Children not ready at their places with the correct equipment. Children not reading silently or engaged in independent early morning tasks.	Leaders (HoS/EHT) on playground, checking in with children/parents and ensuring routines are followed. Teachers and TAs in classrooms ensuring quiet arrivals. Set routines identified for each class and followed by all adults and pupils.
8:45 moving into the classroom.	Children move into the classroom in silence and organise their equipment and move to places – reading or completing early morning activities. Music may be used.	Children talking as they enter the classroom. Children not clear on what they have to do when they go into the classroom. Children chatting to others as they walk around the classroom.	What is the order of tasks for the children? Set routine needs to be identified and followed by all adults and children e.g. emptying bookbags at places first/going to drawers/ follow instructions on board. Class teacher to establish effective routine and then detail it as steps so all staff and children have a clear

			understanding of what they have to do.
10:30 (or 9:10 Fridays) moving to assembly	Children wait silently in a line in the classroom or on stairs/ corridor. Children know how to wait silently in a queue. Class signals used as needed e.g. 1- stand up; 2- behind chairs; 3 - move in silence.	Children talking in corridors. Children not walking smartly, not looking forward in an orderly line to go into the hall. Children unclear where to sit in the assembly hall.	A member of staff from each class to accompany the children to the hall. Lead teacher for assembly will be waiting to receive classes in hall. Children have agreed places/order to sit and routine to follow.
10:45 Going out for break from assembly	Children all go out in class lines, in silence . Children collect their coats, staggered so that cloakrooms are not overcrowded: Class 1 – collect coats en route. Y1/2 collect fruit/milk if needed from classroom, then line up in corridor to be sent out. Class 2 & 3 – collect coats and line up in own classrooms, after collecting milk if needed.	Children talking as they leave the hall/classrooms. Overcrowded, noisy cloakrooms – children tussling for space to get coats etc or put them on. Children noisy/running out of school.	Class teachers or TAs will lead the children out at the start of the line and ensure silence as the children go out both from assembly and classrooms.
During break time outdoors	Children not allowed out until a staff member on duty is in the yard. 2 staff on duty each break. Children all on the main yard, not the little yard or shelter. Must not leave boundaries. Children allowed on the grass and equipment when the weather allows (Autumn and Spring) and also in the summer term – agreed before break and children told by staff on duty as enter they yard.	Children going out before the duty staff are out or moving from the boundaries of the yard. Children not asking to go to the toilet. Children on the grass when it is not allowed Children by the side of the shed or behind the oil tank. Outdoor equipment not tidied away correctly.	Teachers check duty staff are outside before sending the children out. Children monitored by staff on duty. Teachers to collect children from outside. Staff on duty monitor children going to the toilet and any first aid issues. Staff on duty report any behaviour, accident or other concerns back to class teachers at end of break if needed.

	<p>Children ask duty staff if they need to go to the toilet (but encourage all to go before they come out and as they go in at end of break).</p> <p>Children to ask duty staff for help if any accidents or other issues. If first aid/other help needed, 1 duty staff member to go indoors with child and return as quickly as possible.</p> <p>Children not allowed at the side of the shed or by the oil tank</p> <p>Children allowed equipment (weather dependent).</p> <p>Pupil monitors tidy outdoor equipment just before/at end of break.</p> <p>Our agreed school rules are expected to be followed outdoors.</p> <p>Older children to help take care of younger ones.</p>	<p>Children not acting sensibly, not following school rules, upsetting others.</p>	
<p>During break time indoors (e.g. if bad weather)</p>	<p>Break time duty staff in charge of children as if outdoor break.</p> <p>Children in classes/rooms:</p> <p>Class 1-in Class 1 with playtime tubs</p> <p>Class 2-in library with resources from classroom</p> <p>Class 3-in Class 3 with playtime activities</p> <p>Children get out playtime resources independently and tidy them away at the end.</p>	<p>Duty staff not in charge/monitoring assigned classes/rooms.</p> <p>Children not getting out correct playtime resources.</p> <p>Children not tidying up resources at the end of breaktime.</p> <p>Children not in the correct class/rooms.</p> <p>Children (Class 1 and 3) not sitting in places at the end of break.</p> <p>Children in Class 2 not lined up ready to return to classroom.</p>	<p>Children in classrooms monitored by staff on duty-one upstairs and one downstairs.</p> <p>Children will ask staff with regards to going to the toilet or any other issues.</p> <p>Staff on duty monitor children going to the toilet and in charge of first aid etc.</p>

	<p>Class 2 line up at the end of playtime to go back to class and are collected by teacher.</p> <p>Class 1 and 3 tidy up classrooms at the end of playtime and sit in places.</p> <p>Children ask duty staff member to go to the toilet</p>	<p>Children not asking to go to the toilet.</p>	
<p>Coming back in from break</p>	<p>Bell rung outside.</p> <p>When bell goes – all children move to line up in agreed class spaces. Stand in silence before told to go in and go to cloakrooms and classes in silence, where they move to places & follow start of lesson routines.</p>	<p>Children talking as they come into school.</p> <p>Coats and bags left on the floor.</p> <p>Children noisy as they enter classes and unclear about what they have to do.</p>	<p>Doors need to be open so children can move back to classes swiftly without a fuss.</p> <p>Class teachers and TAs monitor to ensure routines are followed.</p>
<p>Lunchtime</p> <ul style="list-style-type: none"> - Lining up in the classroom or corridor - Toilets - Moving to the canteen - In the canteen & eating lunch 	<p>Children will queue silently and go to toilets quietly.</p> <p>Limited numbers in toilets (Y5/6 – only 3 at a time).</p> <p>Walk in lines silently across the yard to the canteen.</p> <p>Quiet, staggered entry into canteen.</p> <p>Y5/6 rota of jobs to do to support table organisation.</p> <p>Children hang up coats, collect packed lunch if needed and sit, waiting quietly for signal to go up to queue to collect lunches.</p> <p>Children can talk quietly during eating of lunch.</p> <p>MSA uses hand signal (raised hand) for quiet if/as needed.</p>	<p>Children talking in the queue as they wait and as they move to canteen.</p> <p>Overcrowded, noisy toilets.</p> <p>Noise levels in the canteen too high.</p> <p>Lunchtime takes too long.</p>	<p>Class teachers/TAs/MSA monitor lines and crossing to canteen.</p> <p>MSA staff monitor that all routines are followed in canteen. Report any issues to class teachers.</p>

<ul style="list-style-type: none"> - After lunch is finished 	<p>Y5/6 rota of jobs to do to help tidy up canteen. Rest of school comes out in classes, leaving with MSA staff, for lunchtime break.</p>		
<p>Going to afternoon break or other activities (e.g. PE, Music) or moving to different areas of school</p>	<p>Follow lining up in classrooms routine and expectations to move silently through school as above.</p>	<p>As above re moving to assembly and morning break.</p>	<p>As above re moving to assembly and morning break.</p>
<p>End of day routines</p> <ul style="list-style-type: none"> - Leaving classes - If on taxi - Exit from school - If in a club at end of day 	<p>Class signals used if needed to dismiss class. Children collect bags/coats etc in year groups (Class 1 & 2) or rows/groups (Class 3) and then line up silently in cloakrooms (Class 1 & 2) or classroom before coming down stairs (Class 3). Taxi children move to hall, where they wait as a group and are supervised (TA) to leave for taxi together. All classes exit school silently via different doors: Class 1 hall door, Class 2 classroom outside door, Class 3 main door. Class 1 – supported by TA in classroom until can move together to the club. Class 2 – children wait sat in class for teacher to return from monitoring door, then sent/go together to club/hall.</p>	<p>Children unclear of expectations and talking. Children do not move with purpose and are not ready for home time quickly and smartly. Classrooms and cloakroom areas left untidy. Adults are not ensuring simple instructions are followed and children don't know the routines. Children are not in the correct place.</p>	<p>Class teacher to establish effective routine and then detail it as steps so all staff and children have a clear understanding of what they have to do. Class teachers and TAs monitor routines are followed.</p> <p>Class teachers/TAs monitor safe and secure exits from doors to parents/carers waiting outside.</p> <p>Class teachers and TAs monitor routines are followed.</p>

	Class 3 – children come down with class and wait outside hall until club leader ready for them.		
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Some other KEY points to consider and ensure are happening across school and ALL the time:

- **Holding doors** – expect children to do this for each other and for adults. Routine for children holding hall door at end of assembly. Thank you is expected to any person on the door.
- **Stopping to let adults go first.**
- **Please and thank you at all times** – expectation of politeness by all.
- Respect for all adults.
- Ensuring cloakroom areas are tidy at all times.
- Leaving classrooms extremely tidy at the end of the day.
- Always picking paper towels up and ensuring they go in the bin.
- **Never walking past anything left on the floor or in the wrong place** – including other people’s coats, water bottles etc – respect for property.
- All staff to be extremely tidy in all classrooms to set high standards/expectations.
- **Everyone MUST know our school rules – see the displays in classes & the hall for reminders!**

Our School Rules:

- Be **safe**, **kind** and **helpful**
- Engage in your **learning** and use your time well
- **Listen** to others and follow instructions politely
- Be **respectful** of everyone and of all property



Appendix 3: behaviour log
Hawes Primary School Incident Notes: behaviour



Date of incident:	Victim Name:	Perpetrator:
Place of incident:	Witness names:	
Incident notes/witness statements:		
Signature:	Headteacher's signature:	
Date:		
Follow up action:		
Were parents informed? Yes/No What are parental views?		
Does this need to be reported to the Governors? Yes/No		



Hawes Primary School Incident Notes: racism



Date of incident:	Victim Name:	Perpetrator:
Place of incident:	Witness names:	
Incident notes/witness statements:		
Signature:	Headteacher's signature:	
Date:		
Follow up action:		
Were parents informed? Yes/No What are parental views?		
Does this need to be reported to the Governors? Yes/No		



Hawes Primary School Incident Notes: sexual harassment/sexist behaviour



Date of incident:	Victim Name:	Perpetrator:
Place of incident:	Witness names:	
Incident notes/witness statements:		
Signature:	Headteacher's signature:	
Date:		
Follow up action:		
Were parents informed? Yes/No What are parental views?		
Does this need to be reported to the Governors? Yes/No		

