

Hackwood Primary Academy



Behaviour Management Procedures 2024-2025

Behaviour Management Procedures at Hackwood - 2024-25

Aims

At The Harmony Trust we want all our schools to have a calm and caring atmosphere where everyone feels safe and happy. We aim for all our children to achieve to their highest potential and excellent behaviour is fundamental to ensure every child succeeds. We believe that we all have a part to play in building a positive foundation for behaviours and attitudes to learning and that positive relationships are at the root of this.

This policy reflects the values and principles that we collectively consider to be important to our school. It is a live document and should be referred back to whenever necessary.

Rewards and Consequences

Rewards and consequences need to be **consistent** throughout school, so that children have continuity from class to class and have a better understanding of acceptable behaviour. We fully recognise and reward children who live by our motto: Believe, Achieve and Succeed. We also celebrate children who embody and live up to our Hackwood Expectations: Being Respectful, Persevering and Taking pride in what they do.

How do we celebrate and reinforce positive behaviour at Hackwood Primary Academy?

There are a wide range of strategies deployed to celebrate and reinforce positive behaviour at Hackwood. The following list outlines some of the key strategies used:

- **Creating a happy, safe and approachable learning environment.** The most common reward used is the smile and positive body language to recognise that the child is making the right choices. All staff make sure we have a warm, welcoming learning environment to allow pupils to express themselves positively. Staff are approachable to our children all day, every day.
- **Verbal praise – well done!** Public recognition for correct behaviour choices and / or good work. These take place through the whole of school including unstructured times and in Breakfast Club and After school clubs.

- *Physical recognition through stickers and certificates.* Children will receive stickers and certificates for demonstrating positive behaviour. These can be given by any adult in school.
- *Sharing good learning – public acknowledgement in class / with a member of the SLT.* Children's learning and exemplary behaviour will be shared in front of their peers in class. On occasions children will have the opportunity to share their work with a member of the SLT and be recognised for their efforts.
- *Weekly Achievers assembly celebrating consistent positive behaviour.* These take place every Friday as a whole school and children who live up to our motto receive a certificate in front of the whole school.
- *Half-termly Achievers Assembly – to celebrate positive behaviour over a half-term.* These take place at the end of every half-term. Parents and carers are invited to celebrate great learning and consistency over a half – term.
- *Sharing exceptional pieces of learning with parents.* This can be done at the start / end of a day, sharing via Seesaw or during our termly INSPIRE Open Afternoons.

In addition to the above we have a range of ways in which class teachers share praise and celebrate achievements:

1. *Sharing learning with parents:* Good learning is photographed and uploaded to Seesaw. This allows parents to celebrate with their child at home.
2. *Communication between school and home –* messages are shared with parents at pick up / drop / via phone or through Seesaw.
3. *Use of class-based rewards:* Class teachers can issue their own reward system within their respective classes e.g. Team / Table points / stickers and positive comments based on styles that are appropriate and collectively agreed by the class. For example KS2 may have Sumdog recognition in class for children with

the most points / correct answers / best effort. Accelerated Reader / Myon inter-class competition results and personal reading awards may also be shared in classes.

Weekly Whole School Achievers Assembly

These take place every Friday as a whole school and include the following:

- A 'Believe' Award - for someone who has demonstrated personal self-belief that week
- An 'Achieve' Award - for someone who has achieved targets set for them that week
- A 'Succeed' Award - for exceptional success that week

Celebrating Successes with parents

- Informal comments at the end of the day, notes home, messages via Seesaw or phone calls to reward exceptional work and achievement.
- Half-termly Achievers Assembly where parents are invited to celebrate their child's success.
- Parent Consultations - termly to share the progress and achievements of their child
- Termly INSPIRE Open Afternoons where parents can come into classes to share in the learning experience.

The Hackwood Expectations

We have 3 clear expectations across school which are displayed around school, in every class and discussed regularly:

1. We are Respectful
2. We Persevere
3. We take pride in everything we do



We also expect children to:

Live out our Motto: *We believe in ourselves, to achieve our goals and succeed!*

This includes making sure children:

- Come to school every day to make the most of the learning.
- Wear their school uniform
- Wear the correct PE kit to school on PE days

The Hackwood Values

We inspire certain values within all the children. These are known as the Hackwood Values:

Hardworking

Ambitious

Confident

Kind

Well-mannered

Outstanding

Open-minded

Determined



Being Fair and providing a safe learning environment

All children deserve a chance to explain themselves; it is the adults' responsibility to allow time for this as close to the incident as possible to make sure it is dealt with fairly. If it is not possible to talk to the child straight away, the child should have chance to record what happened either through pictures or writing it down to share with an adult.

We expect and accept an apology from a pupil that is sincere and shows that the child has reflected on their behaviour whenever the academy rules are broken.

Consistency is key

Consistency across the academy is of utmost importance. Every member of staff must ensure that they have high expectations of the pupils and take a collective responsibility both in class and around the academy to implement and create a positive culture around behaviour.

Choices and Consequences

We recognise that on occasions a small minority of our children will have lapses and make mistakes. A child who does not meet the expectations is supported to learn from their errors. We use the language of Choice and Consequence. Pupils choose their behaviour and some choices can result in unwanted consequences.

Zones of Regulation

At Hackwood, we understand the difficulties that pupils can have regulating their emotions. As a result, we have adopted a whole school approach that supports children to identify how they are feeling and develop strategies to help them self-regulate. This approach is rooted in The Zones of Regulation framework written and created by Leah M. Kuypers. For more information and guidance, please follow this link: <https://www.zonesofregulation.com/index.html>

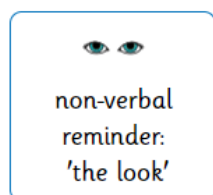
Therapies & Intervention Strategies

Hackwood has staff that have been trained to deliver a range of therapies and intervention strategies including Lego Therapy to help our pupils express their concerns, articulate

their feelings, and understand how to modify their behaviour. The Academy has a designated SEND Specialist TA (Teaching Assistant) to support with the delivery of these therapies along with supporting pupils to regulate ready for learning. These are adopted for pupils following discussions with the class teacher / SENDCo as and when required.

We understand that mistakes are normal and therefore consequences should be supportive. The following shows the consequences used at our academy, starting with the most minor and growing in severity.

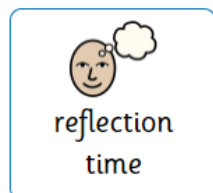
Strategies to be used as reminders



1. 'The Look' - Non verbal reminder - children are given a look or gesture to remind them of the expectations



2. **Warning** - children are given an official warning of their actions and the consequences that may follow as a result. **Praise others for making the appropriate choice.** A reminder of expectations by identifying and praising a child doing the right thing - e.g. "Thank you... for putting your hand up".



3. **Reflection Time** - In class: Children have some quiet time in the classroom to reflect on their actions away from distractions. This time is given for them to try and reset and have an opportunity to talk to an adult at a convenient time and use their Zones of regulation strategies to get back into the Green zone.



4. If poor behaviour persists, the following actions may be taken.

- a. Time out in a partner class - this is a chance for the child to reset and reflect to get back into the Green Zone and resume their learning in their own class.
- b. TA support where possible to get back into the green zone. TA goes into the class and supports the child, encouraging them to improve their behaviour. If this is not happening then the child is taken to SLT to

complete their work. When their behaviour has improved they are taken back to class.

5. **Informal contact with parents** - Parents are made aware of a change in behaviour through a face to face or phone conversation with the class teacher / SLT depending on the severity of the behaviour.

Each lesson of the day is a chance for a fresh start for every child.

Addressing persistently poor behaviour or serious incidents:

We acknowledge that there are some choices pupils make which are serious and are treated as such. For example bullying which is substantiated or racist abuse. These are dealt with in the following ways:

1. **Sent to SLT:** For serious incidents / persistent poor behaviour, children are seen by a member of SLT who will decide on the appropriate next steps suited to that child. This may include loss of break times, lunchtime play or isolation from the class.
2. **Use of a behaviour contract:** A meeting will be held with parents to create and agree next steps. This may be in the form of a behaviour contract or an agreement with the parent for the child, it may be to have a daily report card or a visual chart to identify behaviour patterns/triggers. This will be reviewed regularly depending on the needs of the child. This could be daily, weekly, bi-weekly, half-termly. Parents/carers are involved in this process to ensure the right amount of support is in place.
3. **Internal Exclusion:** There may be incidents which are serious e.g. physically hurting another child / member of staff which result in an internal exclusion. This decision is at the discretion of the Principal and severity of the behaviour. An internal exclusion means the child will be excluded in school for a period of time.

This will be supervised by a member of staff. Class teachers will send their children with work to complete during this time.

4. **External agency support:** If behaviour still does not improve then parents/carers will meet with the Principal and / or SENDCO to discuss appropriate external support from experts and other agencies.
5. **Exclusion - external** - Formal disciplinary procedure, which follows The Harmony Trust exclusion policy.

At the end of each half term, SLT will collate and analyse the number of internal / external suspensions that have taken place and this will inform any additional behaviour support needed across the academy.

Unstructured Times (Break and Lunchtime play)

If an incident of poor behaviour takes place at break or lunchtimes the following will take place:






The member of staff on duty (Teacher, TA, Midday supervisor, Sports Coach) will follow and apply the same behaviour expectations and language of choice and consequences.

1. Explain to the child the poor behaviour choice and give a warning that a further incident will result in them losing some of the playtime.
2. If a child persists in the poor choices - this to be explained and the pupil to have 5 minutes reflection time either:
 - a. At a designated space where they can be seen by staff e.g on the bench, or by the MUGA
 - b. Stay with the member of staff for a period of 5 minutes
 - c. The decision should be based on knowing what will have the best impact for the pupil to improve their behaviour.

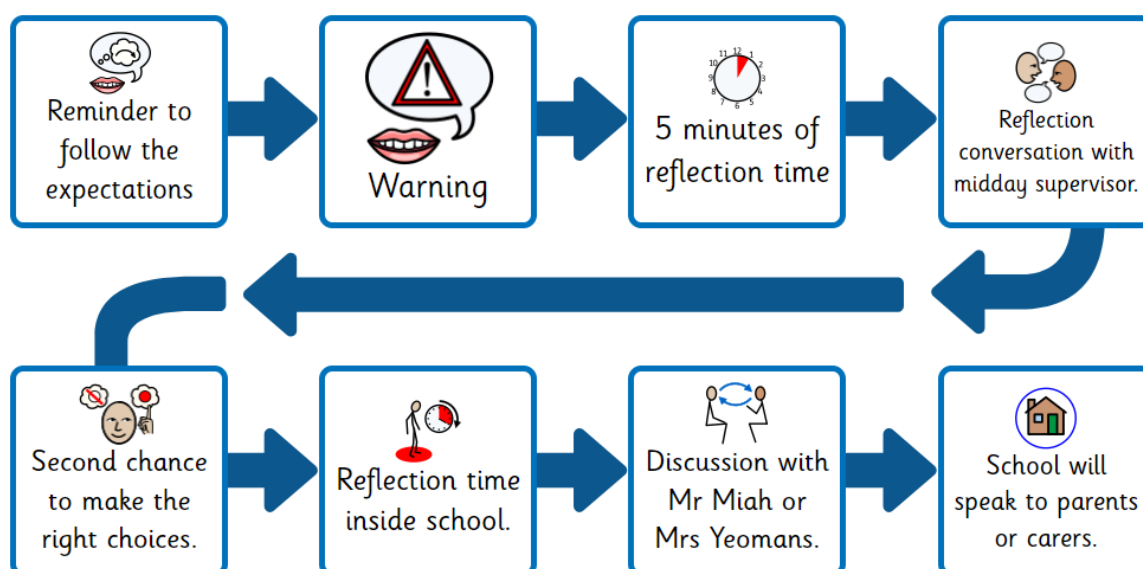
3. Once the pupil has had 5 minutes reflection time, the adult who sent them to reflect will need to have a conversation explaining and listening to the pupil's reflections. ['pick up the tab' - When the Adult changes].

Here are some of the questions the adult should ask the pupils at the end of the reflection:

- a. What happened?
- b. What were you thinking at the time?
- c. What have you thought since I spoke to you?
- d. How did your actions affect others?
- e. What can you do differently to ensure this does not happen again.

1	 What happened?
2	 What were you thinking at the time?
3	 What have you thought since?
4	 How did your actions affect others?
5	 What can you do differently next time?

4. If the pupil continues with poor behaviour choices then the member of staff needs to radio or contact a member of SLT to support with the behaviour. The child should not be sent without an adult or without an adult explaining the context.
5. Break time / Lunchtime Reflection Time will take place with a member of SLT. This is a chance to reflect and reset. Every child sent for reflection time with SLT needs to explain to the member of staff on duty why they are there and what they are going to do differently to improve their behaviour in future. Parents to be informed by SLT / Member of the teaching and learning staff and recorded on cpoms.



Communication between Senior Midday Supervisor and Class teachers

If pupils have had reflection time during lunchtime the following process allows class teachers to be aware in order to support the pupils and avoid repeat of the same behaviours:

- Midday supervisors / Sports Coaches to write in the class lunchtime book names of any pupils with a brief reason.

- The lunchtime books will be collated by the Senior Midday Supervisor and delivered to classes during the first part of the afternoon
- Class teachers can follow this up with the respective pupil / class if necessary.
- This is mainly for information sharing - consequences should take place as close to the incident as possible and should not disrupt the learning.
- Every afternoon is a chance for pupils to restart and reset for the next part of the their day.

Breakfast Club

Any behaviour issues during Breakfast Club to be addressed using the same language and expectations used across all other times of the day. Play workers to inform teachers when taking children back to class if there have been any incidents during Breakfast Club. This is for information sharing. Breakfast Club is provided by Premier Sports on a Thursday and Friday.

Wrap Around Care

Any behaviour issues to be dealt with using the same approach across school:

- Children to be reminded of the expectations
- Given a warning about their choices
- Reflection time in a designated space
- Communicated with parents at collection about the incident and the expectations
- Serious incidents or a cumulation of 3 incidents over a half term may result in the provision not being available until the end of the half -term. This will be communicated with parents by SLT.

Sports Clubs by external providers

Sports Coaches will follow and implement the Hackwood Expectations.

Any serious incidents and abuse towards Sports Coaches will be dealt with using the providers code of conduct and behaviour policy. This may include removal from sessions or missing out on parts of sessions. Repeated incidents may result in a ban from

the Sports Club for a fixed period of time. This includes breakfast club on a Thursday and Friday which is run by Premier Sports.

Procedures for Persistent bad behaviour and Serious Isolated Incidents

Children who have regular reflection time or who are in danger of being excluded require specific attention and strategies if the consequences and sanctions fail to be effective.

In the first stages, staff should follow the Behaviour Policy. After monitoring for a week from the date of the incident, discussions should take place with the parents to identify any reasons for the behaviour.

If unacceptable behaviour continues following initial discussions with parents the teacher should speak to a member of SLT to decide if the child should be put on a behaviour contract. If agreed then a meeting should take place with parents, teacher and SLT to agree a behaviour contract for the pupil.

In some cases the child may be put on a Behaviour contract, whereby targets are chosen, specific to the child, and monitored each lesson throughout the day. The child is on a Behaviour contract for 2 week intervals. Feedback is shared with SLT and parents regularly.

If the issue is related to another matter affecting the family, appropriate action needs to be taken from the Safeguarding and Family Support team if and when necessary to support meeting the needs of the pupil.

Other strategies to be considered:

- Input from Trust Inclusion and SEND teams.
- Input from outside agencies such as the Educational Psychologist and Behaviour Support Service (once all of the above is in place)

- For serious incidents support and advice should be sought from a member of SLT. If in extreme cases exclusion becomes necessary, the school will follow the exclusion process in line with The Harmony Trust policy.

Suspensions

If, in the opinion of the Principal, the pupil's misbehaviour is serious enough, then the pupil may receive a suspension. The procedures that should be carried out should follow government, local authority and Trust procedures and policy.

On returning to the academy, the Principal (or a member of SLT in their absence) should ensure that a reintegration meeting takes place with the pupil's parents/guardians and the child. A permanent exclusion will only be sought in the most severe of cases. This again must be in line with the procedure set out by the local authority and Trust.

The Principal should ensure that a record is kept of their actions and that of those of other staff with regard to any suspensions. It is also the responsibility of the Principal to inform the Local Authority immediately of any suspension. The board of trustees will be informed on a termly basis regarding suspensions. They will also be informed about suspensions which would result in the pupil being suspended for more than five days (or more than ten lunchtimes) within a term; as well as permanent exclusions.

Procedures that are to be followed for fixed term/permanent exclusion are detailed on the Local Authority's web site and trust website. Additional guidance can be found on DfE website www.gov.uk

Racism

Definition: A racist incident occurs when people are abused because of their racial difference. Incidents are investigated as potentially racist if the victim experiences it as racially motivated or others involved see it as such.

Racism is on a continuum that includes bullying and other peer on peer abuse.

It is crucial therefore:

1. For the victim to feel supported by the academy
2. For the perpetrator to be dealt with and supported appropriately

Response to racist incidents

Racist incidents are serious, however trivial they may seem in isolation. In personal terms they are extremely offensive.

- All incidents are dealt with sensitively, recorded on CPOMS with the racist incident label ticked
- The senior leadership team and safeguarding lead are responsible for dealing with racist incidents.
- All staff need to be confident to know what is expected of them and be given support in dealing with racist incidents.
- Time is needed to investigate a racist incident thoroughly
- Support needs to be given to victims.
- Perpetrators need to be counselled and dealt with appropriately and fairly.
- Staff, children, and parents need to be kept informed of the progress in the investigation and outcomes

All racist incidents are logged on CPOMS. This includes other kinds of peer on peer abuse, like bullying. This is then monitored by the safeguarding lead and reported to the Trust inclusion lead, who collates this information and acts on it accordingly.

At Harmony Trust schools, we:

- Encourage children to talk about themselves positively and regard themselves as achievers.
- Provide additional support and security for children who need it before and after school
- Children's experiences and backgrounds are utilised in planning and gathering teaching materials.

- Children share in discussions dealing with racism in assemblies and PSHE sessions and activities
- Provide explicit information for children (on what to do if they are victims of a racist incident)
- Develop positive relationships between staff and children in order to ensure the child can share their experiences and tell about incidents of abuse

Bullying

Aims

- Every student in our academy has the right to enjoy learning and play, free from intimidation, both in the academy and in the community.
- Our academy does not tolerate any unkind actions or remarks, even if they were not intended to hurt. Bullying, including cyber bullying is dealt with seriously.
- Pupils should help each other by reporting all instances of bullying. Information is treated in confidence

Definition

Bullying is a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from name calling, racist comments, teasing, threats and extortion through to physical assault on persons and/or their property, in or out of the academy. The academy will not tolerate any form of bullying including that which is linked to racism, homophobia, gender, disability, social background or any of the Protected Characteristics.

STOP Bullying

To support pupils to identify and deal with bullying we use the acronym STOP.

What is Bullying?

STOP- Several Times On Purpose

How do we STOP Bullying?

STOP - Start Telling Other People

Reporting and Recording Bullying

Pupils should be encouraged to report bullying to any trusted adult. Children are taken seriously at all times. Any information is regarded as confidential, as far as

possible. Incidents of bullying are recorded on the academy safeguarding system (CPOMS).

Investigation

The allegations are investigated and the outcome communicated to those involved, parents of both the perpetrator and victim will be involved and informed of the outcomes and consequences for bullying that is substantiated.

Staff Responsibilities

All staff ensure:

- Bullies are not bullied
- Victims should be provided with a "safe refuge"
- Bullies and victims may be counselled together.
- All involved must see something is being done
- Consequences follow the Behaviour Policy and consequences referred to in this document.

Teaching and Raising Awareness about Bullying

There are numerous, regular opportunities throughout the school curriculum to learn about bullying and other forms of peer on peer abuse:

- PSHE curriculum
- Zones of Regulation
- Whole School Assemblies
- Class Assemblies
- National Awareness weeks
- School and Class Council Meetings
- Workshops from outside agencies including the Local Community Police

Sexual Violence and Sexual Harassment

The academy takes any incident of this type very seriously and has an 'It could happen here' approach. When an incident of this type occurs, the academy will:

- Record any disclosure and pass on to the DSL or DDSL immediately
- Where sexual violence has been disclosed this is a criminal event and MUST be reported to the police as such
- Parents/carers of the victim/alleged perpetrator should be informed (unless this would put the child at further risk)
- In the case of sexual violence - carry out an immediate risk and needs assessment
- In the case of sexual harassment - carry out a risk assessment on a case-by-case basis
- Engage with children's social care and specialist services as required

Searching, Screening and Confiscation

The following advice is based upon the Department for Education document 'Searching, screening and confiscation - Advice for Head Teachers, school staff and governing bodies' January 2018.

Searching: Academy staff can search a child for any item if the child agrees. (The ability to give consent may be influenced by the child's age or other factors). The Principal and staff authorised by them have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item.

Prohibited Items include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items

- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child)

The Principal and authorised staff can also search for any item banned by the academy rules e.g. Fizzy drinks / Mobile phones.

Confiscation

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to academy discipline.

Searching with consent

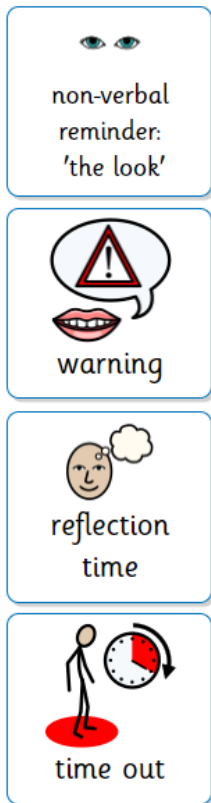
Academy staff can search children with their consent for any item. The academy is not required to have formal written consent from the child for this sort of search - it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the child's bag or drawer and for the child to agree. If the child refuses, the teacher can apply an appropriate consequence.

Searching without consent

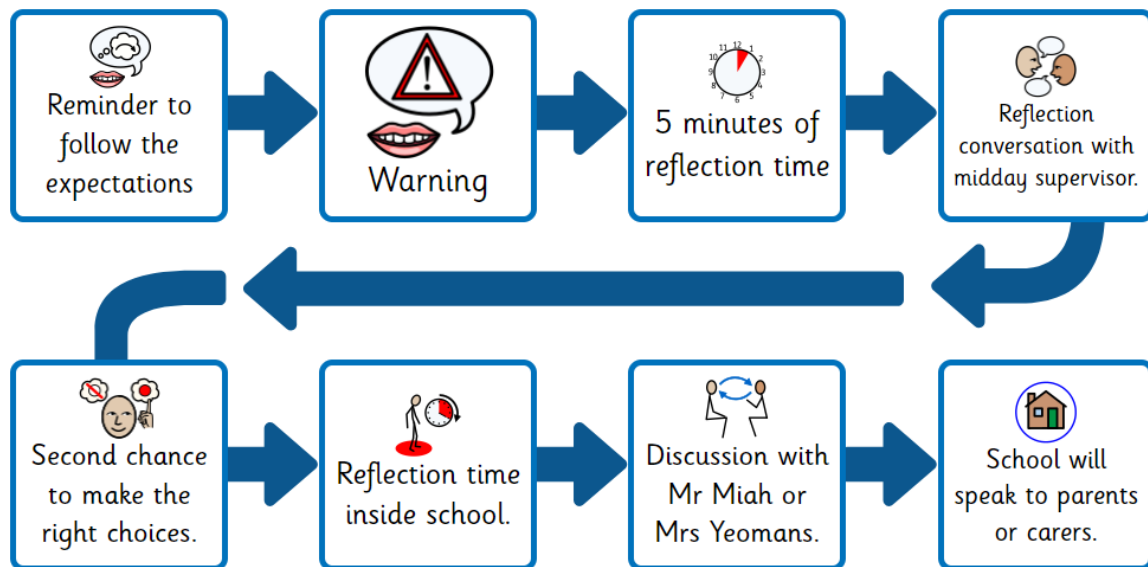
The member of staff conducting the search must be the same sex as the child being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the child being searched.

There is a limited exception to this rule. Staff can carry out a search of a child of the opposite sex and without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff

Appendix 1 - Strategies to be used as reminders in class



Appendix 2 - Strategies to be used during unstructured times



Appendix 3 - Example Report Card / Chart

_____’s Report Chart

My report card will help me to focus on my choices so that I can concentrate on my



learning, believe, achieve and succeed.

My teacher and I think that I need to work on the following:

	Targets to achieve
1	
2	
3	

How am I doing?

	Session 1	Break	Session 2	Lunch	Afternoon
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

If I succeed here are the rewards that I can choose if I complete a day with good choices: to be agreed with child

Appendix 4 - Behaviour Contract (to be amended as required)

Hackwood Primary Academy Behaviour Support Plan		
Pupil:		Year:
Date:	Review date (2 weeks):	Class:
Key adults involved:		
Likes and interests:		
<ul style="list-style-type: none"> • 		
Behaviour we want to change:		
<ul style="list-style-type: none"> • We would like *** to... 		
Targets (up to 2):		
<ol style="list-style-type: none"> 1. I can... 2. 		
Triggers:	Warning signs:	
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	
Support strategies		
<ul style="list-style-type: none"> • 		
Preventive Strategies	Rewards chosen by ****	