



Timothy Hackworth Primary School

‘Respectful and resilient; being the best that we can be.’

Respectful Relationships Policy **(Behaviour Policy and Statement of Behaviour Principles)**

CRC Article 28: All children have the right to a good quality education.



Date policy approved/adopted	March 2026
Next review date	March 2027
Approved by	Governing Body
Head Teacher signature	<i>L. Boulton</i>
Chair of Governors signature	<i>P. Crook</i>

Respectful Relationships Policy

(Behaviour Policy and Statement of Behaviour Principles)

CRC Article 28: All children have the right to a good quality education.

Date of Policy: March 2026

Review Date: March 2027

This policy should be read in conjunction with the:

- Convention on the Rights of the Child;
- Anti-Bullying Policy;
- Personal, Social, Health and Economic Policy incorporating Relationships Education (including Relationships and Sex Education);
- Special Educational Needs and Disabilities (SEND) Policy;
- Safeguarding Policy;
- Online Safety Policy;
- Positive Handling Policy;
- Acceptable Use Policy;
- Suspension and Exclusion Policy;
- School Uniform Policy;
- Home School Agreement.

Legislation, Statutory Requirements and Statutory Guidance

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

- › [Behaviour in schools: advice for headteachers and school staff 2024](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education September 2025](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

- › [Restrictive interventions, including use of reasonable force, in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- › [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils;
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property;
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

Our Timothy Hackworth School Vision

May our Rights Respecting School be a happy place for us all to learn; where every one of us is valued and safe in our Timothy Hackworth School Family. May we all be the best that we can be by making a positive difference to each other, our community in Shildon and the wider world in which we all live.

Mission Statement (written by children)

We would like our school, which reflects British Values, to be at the heart of the community, sharing, supporting and learning together with everyone as equals. Our children have the right to high quality learning experiences to help them to be the best that they can be.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so that they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

Values

Ours is a happy school with high hopes and ambitions for all of our children and we welcome working in partnership with parents and carers to ensure that everything is done in the best interests of the children at all times.

All of our staff take their responsibility towards the children seriously and they strive to help each child reach their full potential as global citizens physically, emotionally, socially and academically. We are fully committed to the [CONVENTION ON THE RIGHTS OF THE CHILD \(CRC\)](#).

To us, every child is unique and precious and we endeavour to foster a high level of motivation towards learning and behaviour. We are committed to the basic skills of English and Maths.

At all times we aim to centre the teaching in an atmosphere of mutual respect and personal respect. A high quality education is [the right of every child](#), and at Timothy Hackworth Primary School, we embrace that responsibility and strive to achieve it for all of our pupils.

Equalities Information

This policy should be read in conjunction with our school's 'Equalities Policy Statement', 'Equalities Objectives Summary' and 'Equalities Information and Objectives'.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in respect to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation (LGBTQ+).

Rationale

At Timothy Hackworth Primary School, we aim to inspire all of our children to reach their full potential, academically, socially, physically and emotionally. School policy is derived from the school's Mission Statement, Vision and the shared values that underpin teaching at Timothy Hackworth Primary School. Our school is a Gold Level Rights Respecting School. The rationale for developing whole school behaviour management procedures is to promote positive and respectful behaviour, which ultimately is self-managed and conducive to effective teaching and learning. Children are encouraged to give their best at all times, inside and outside of school. The

consistent application of procedures throughout our school means that children are familiar with, and understand, the expectations placed upon them.

Each class develops its own Rights Respecting Charter annually in September, and parents are informed about the content of this using the Respect for Rights Plan. The system is designed to develop a sense of self-discipline and to promote an acceptance of respect for the rights of others in school. This is supported by the use of 'Zones of Regulation' and the promotion of positive attitudes, supported by a system of praise to reward good behaviour, and consequences to discourage unwanted behaviour. Children and parents are informed of the outcomes should they repeatedly choose not to follow their charter, or any of the other charters agreed in school. The system allows that concerns about behaviour or learning can be communicated to parents through telephone, Class Dojo, letter or face to face meeting. Parental support is vital for the development of responsible and respectful behaviour and the discouragement of behaviour damaging to a Rights Respecting environment. Restorative Approaches and Trauma Informed Approaches are used in school to deal with any conflict situations that arise.

This ethos is further supported by the use of Family Groups which involve children from Y1 to Y6 working together to consider topics linked to the Convention on the Rights of the Child. Foundation Stage work together in Family Groups alongside this.

Assemblies, delivered by staff and visitors to the school, promote our school ethos and address topics linked to the Convention on the Rights of the Child, SMSC (Spiritual, Moral, Social and Cultural) and British Values.

We promote and value:

- a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment;
- a whole-school approach to maintaining high standards of behaviour that reflect the values of our school;
- everyone's right to learn and teach in a welcoming, safe, caring, organised and stimulating environment;
- the involvement of children, staff, governors, parents and carers and visitors in the decision-making process of our school;
- equality of opportunity and respect for all, through nurturing positive self-esteem.

We aim to give pupils:

- a safe and welcoming school, where everyone feels valued, based upon respect, support and trust;

- raised self-esteem and confidence through encouragement and positive feedback to develop independent learners;
- a secure and stimulating environment where enriched and enjoyable learning can happen;
- opportunities for co-operation and collaboration;
- awareness and sensitivity for the world in which we live;
- positive role models;
- carefully structured support mechanisms which they can access when needed;
- fair, equal and consistent treatment from all adults in school;
- confidence when using their pupil voice and an ability to use Restorative Approaches so that they can deal with any conflicts that arise in a respectful and positive manner.

We aim to give staff:

- a supportive and orderly atmosphere for the delivery of Quality First Teaching;
- full use of the Restorative Approaches model so that any conflicts that arise can be dealt with respectfully and fairly;
- involvement in the personal and social development of pupils;
- access to training, including 'Trauma Informed Schools' approaches;
- advice and support from colleagues, including the Place 2 Be School Lead, and S.L.T.;
- regular contact with parents and carers.

We aim to give parents:

- clear guidelines in supporting this policy through the Respect for Rights Plans, newsletters and the website;
- positive involvement in seeking solutions to challenges that their children are facing;
- contact with school staff when needed, including support from Place 2 Be staff, at times convenient to all parties involved;
- regular updates about their child through mentoring meetings, face to face conversations and annual reports.

We aim to give governors:

- active participation in the development and review of the policy in school;
- information pertaining to specific and general developments;
- regular updates regarding behaviour and relationships in school through the Head Teacher's Report, regular meetings between the Head Teacher and Chair of Governors, and meetings with Special Interest Link Governors.

Our approach to the continuance of rights respecting behaviour at Timothy Hackworth Primary School is positive and based upon the belief that everyone in school has:

- The right to learn and teach.
- The right to feel safe.
- The right to be heard.
- The right to know and access their rights.
- The right to respect from others.

This is most likely to be achieved when children are given an understanding of their own and each others' rights.

The management of behaviour and the development of a respectful learning environment is the responsibility of the whole staff, teaching and non-teaching, and of parents, governors, visitors and the Local Authority.

Rights Respecting Behaviour

As a Gold Level Rights Respecting School, we teach pupils about the Convention on the Rights of the Child which contains 42 Articles related to rights. Children develop their own charters in the classroom, selecting those Articles that they feel to be relevant to their class, and working groups develop further charters for shared areas.

The focus for charters in our school is:

- The right to learn.
- The right to be the best that you can be.
- The right to feel safe.
- The right to have a voice and have opinions listened to.
- The right to play and relax.
- The right to a healthy diet.
- The right to a clean and tidy environment.

Pupils are expected to:

- respect the rights of others as well as of themselves;
- behave in an orderly and self-controlled way;
- show respect, politeness and good manners to everyone;
- make it possible for all pupils to learn;
- move quietly around our school;
- treat the school buildings and school property with respect;
- wear the correct uniform at all times;
- accept consequences when they are given;

- refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations.

Zones of Regulation

The 'Zones of Regulation' is a framework used to teach pupils self-regulation and self-control. The aim is to improve a child's ability to recognise and communicate how they are feeling in a safe, non-judgmental way. The Zones of Regulation categorises states of alertness and emotions into four coloured zones. While the aim is to maintain being in the 'Green Zone', it is important to know that it is fine for children to experience all of these emotions while they are at school.

The Blue Zone

The Blue Zone is used to describe low states of alertness, such as when one feels sad, tired, sick, or bored. This is when one's body and/or brain is moving slowly or sluggishly.

The Green Zone

The Green Zone is used to describe a regulated state of alertness. A person may be described as calm, happy, focused, or content when in the Green Zone. This is the zone students generally need to be in for schoolwork and for being social. Being in the Green Zone shows control.

The Yellow Zone

The Yellow Zone is used to describe a heightened state of alertness; however, a person has some control when in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, and many more slightly elevated emotions and states when in the Yellow Zone (such as wiggly, squirmy, or sensory-seeking). The Yellow Zone highlights that a child may be starting to lose some control.

The Red Zone

The Red Zone is used to describe extremely heightened states of alertness or very intense feelings. A person may be experiencing anger, rage, explosive behaviour, panic, terror, or elation when in the Red Zone. Being in the Red Zone can best be explained by not being in control of one's body.

Encouraging Good Behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce our school's right respecting culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of our school's behaviour culture.

Positive behaviour will be rewarded with:

- verbal praise by members of teaching and non-teaching staff;
- stickers, Dojo Points, certificates, postcards and texts home;
- class Pupil of the Week trophy;
- Right's Respecting Certificates;
- recognition during an Assembly acknowledging achievements within and outside of school;
- Right's Respecting vouchers - collated at a Family Group level;
- individual class rewards;
- Attendance Rewards;
- offers of positions of responsibility.

When giving praise, teachers ensure:

- they define the behaviour that is being rewarded;
- the praise is given immediately following the desired behaviour;
- the way in which the praise is given is varied;
- praise is related to effort, rather than only to work produced;
- perseverance and independence are encouraged;
- praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason;
- the praise given is always sincere.

Whilst it is important to receive praise from teachers, our school understands that peer praise is also effective for creating a positive, enjoyable and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Positive rights respecting behaviour will be taught to all pupils, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. Teaching staff will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up and moving around school quietly.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour. In addition to the classroom this will be reinforced in all aspects of the school day and through whole school assemblies.

Playtime Management

All pupils will be escorted to and from the playground to ensure that they start and finish playtime in a calm manner. When on duty, staff should circulate and take the opportunity to socialise with the children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Staff should consider their own positioning and ensure they circulate around the identified areas so that monitoring is consistently effective.

Lunchtime supervisors are encouraged to promote play and games with the children.

Roles and Responsibilities

The Governing Body is responsible for:

- supporting the rights respecting ethos of our school;
- reviewing and approving the written Statement of Behaviour Principles (Appendix 1);
- reviewing this Behaviour Policy in conjunction with the Headteacher;
- monitoring the policy's effectiveness;
- holding the Headteacher to account for its implementation.

The Headteacher is responsible for:

- fully integrating the rights respecting ethos of our school into school policy and practice;
- reviewing this policy in conjunction with the Governing Body;
- giving due consideration to the school's Statement of Behaviour Principles (Appendix 1);
- ensuring that our school environment encourages positive behaviour;
- ensuring that staff deal effectively with poor behaviour;
- monitoring that the policy is implemented by staff consistently with all groups of pupils;
- ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- providing new staff with a clear induction into the school's behavioural culture to ensure that they understand its rules and routines, and how best to support all pupils to participate fully;

- offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so that they can fulfil their duties set out in this policy;
- ensuring this policy works alongside the Safeguarding Policy to offer pupils both sanctions and support when necessary;
- ensuring that behaviour data is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Staff are responsible for:

- creating and maintaining a rights respecting classroom;
- creating a calm and safe environment for pupils;
- creating and maintaining a stimulating environment that encourages pupils to be engaged;
- displaying the Rights Respecting Classroom Charter each September developed using pupil voice;
- establishing and maintaining clear boundaries of acceptable pupil behaviour;
- implementing our Behaviour Policy consistently;
- communicating our school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils;
- modelling rights respecting behaviour and positive relationships;
- developing a positive relationship with pupils, which includes:
 - greeting pupils in the morning;
 - establishing clear routines;
 - communicating expectations of behaviour in ways other than verbally;
 - highlighting and promoting good behaviour;
 - treating all children fairly;
 - avoiding shouting;
 - reprimanding in private and praising in public;
 - concluding the day positively and starting the next day afresh;
 - having a plan for dealing with low-level disruption and implementing this routinely and consistently;
 - using positive reinforcement.
- providing a personalised approach to the specific behavioural needs of particular pupils;
- raising children's self-esteem and developing their full potential;
- recording behaviour incidents promptly;
- updating parents on any behaviour incidents;
- challenging pupils to meet our school's expectations;
- ensuring that all adults praise children for displaying the good behaviour expected in every possible situation, e.g. in class, on the playground, in assembly etc.

The Senior Leadership Team (SLT), SENDCO and Pupils and Families Intervention Support Lead will support staff in responding to behaviour incidents.

Parents and carers, where possible, should:

- reinforce our school's behaviour policy and children's rights at home where appropriate;
- support their child in adhering to the school's Behaviour Policy;
- inform the school of any changes in circumstances that may affect their child's behaviour;
- discuss any behavioural concerns with the class teacher promptly;
- take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions);
- raise any concerns about the management of behaviour with our school directly, whilst continuing to work in partnership with our school;
- take part in the life of our school and its culture.

Our school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and our school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils will:

- be taught the expected standard of behaviour;
- know that they have a duty to follow the Behaviour Policy;
- follow our school's routines and demonstrate rights respecting behaviour;
- understand that they will earn rewards for meeting the behaviour standard, and know the consequences they will face if they don't meet the standard;
- know about the pastoral support that is available to them to help them to meet the behavioural standards.

Pupils will be supported to meet the behaviour standards and will be provided with additional learning opportunities wherever appropriate.

Pupils will be supported to develop an understanding of our school's Behaviour Policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Behaviour Policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

School Uniform Policy

This policy should be read in conjunction with our School Uniform Policy which

reflects our Rights Respecting School's ethos of high expectations and being the best that we can be and is based on the belief that school uniform:

- supports our high expectations of our pupils; to ensure that our pupils are the best that they can be;
- promotes a sense of pride in our school and has a positive impact on behaviour and attitudes in our school;
- promotes being a positive school ambassador within school and beyond it in the wider school community;
- cultivates a feeling of belonging to our Timothy Hackworth school family;
- signals that the children represent our school, which entails greater responsibility in maintaining our respectful image and reputation;
- identifies children with our school when taking part in out of school educational activities and visits;
- is practical and looks smart;
- is inclusive of all children in our school;
- makes children feel equal to others in terms of appearance;
- is not distracting in class;
- is regarded as suitable wear for school and considered by most parents as good value for money;
- is designed with health and safety in mind, to ensure that our pupils have the right to be safe;
- prepares our pupils for the world of work, where uniforms are required for specific jobs later in life.

Non-Compliance

There may be good reasons why a child is not wearing school uniform. In this case, parents and carers should share the reasons with the Head Teacher either in person, by email or by telephone call. Our school will always be considerate and discreet in trying to establish why a pupil is not wearing the correct uniform. Pupils will not be made to feel uncomfortable, nor discriminated against, because their parents are unable to provide them with the required items of school uniform. In line with our Rights Respecting ethos, working in partnership with parents and carers, we encourage discussion with the school at the earliest opportunity if there are any difficulties. Where possible, our school will endeavour to support parents and carers so that children are able to attend school wearing the correct uniform.

Timothy Hackworth Primary School supports parents who find themselves in considerable financial difficulty by providing school uniform at no cost. Spare uniform is freely available within school for children to ensure the school aims are met.

There will be occasions when our school decides that school uniform is not appropriate, e.g., when taking part in a physical activity day, or wearing different clothes as a part of a celebration or fundraising event. Parents and carers will be notified in advance of what the revised dress code is on these days.

To ensure the right to be safe for children in school, jewellery, heeled shoes, false nails, make-up, nail varnish, flip-flops, 'Crocs', Smartwatches and Fitness Trackers, will not be permitted whatever the circumstances.

Mobile Phones

At Timothy Hackworth Primary School, we recognise that mobile phones, including smart phones, are an important part of everyday life for our older children. We recognise that many children own a mobile phone. We also recognise that some parents and carers request that their child/ren bring a mobile phone to school for before and after school safety and security reasons.

Learners will be educated regarding the safe and appropriate use of personal devices and mobile phones and will be made aware of boundaries and consequences.

Timothy Hackworth Primary School expects learners' personal devices and mobile phones to be left at home, and not to be brought into school. Should a child bring a mobile phone with them to school for emergency purposes only, or if they have forgotten to leave their mobile phone at home, their mobile phone must be handed into the School Office, promptly, and stored in the school safe until the end of the day. If a learner breaches the policy, the phone or device will be confiscated and will be held in the school safe.

- Staff may confiscate a learner's mobile phone or device;
- searches of mobile phone or personal devices will only be carried out in accordance with the Government's 'Searching, Screening and Confiscation' guidance: www.gov.uk/government/publications/searching-screening-and-confiscation);
- learners' mobile phones or devices may be searched by a member of the Leadership Team, with the consent of the learner or a parent/carer. Content may be deleted or requested to be deleted, if it contravenes our policies. www.gov.uk/government/publications/searching-screening-and-confiscation);
- mobile phones and devices that have been confiscated will be released to parents or carers by the end of the day;
- if there is suspicion that material on a learner's personal device or mobile phone may be illegal, or may provide evidence relating to a criminal offence, the device will be handed over to the police for further investigation.

Definitions of Inappropriate Behaviour

Misbehaviour is defined as behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- low level disruption;
- being distracted and distracting others;
- saying unkind things;
- talking when others are talking;
- swinging on chairs;
- inappropriate body language with others, such as not keeping hands to oneself;
- failure to complete classwork;
- poor attitude to learning;
- rudeness /disrespectful comments;
- telling lies;
- not following the classroom Charter.

Serious misbehaviour is defined as any behaviour which may cause harm to oneself or others, damage the reputation of our school within the wider community, and/or any illegal behaviour, including, but not limited to:

- repeated lack of respect for the rights of others and oneself;
- any form of bullying;
- sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - sexual comments;
 - sexual jokes or taunting;
 - physical behaviour like interfering with clothes;
 - online sexual harassment, such as unwanted sexual comments and messages, (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content;
- vandalism;
- theft;
- violence, including fighting;
- smoking or vaping;
- racist, sexist, homophobic or discriminatory behaviour;
- possession of any prohibited items. These are:
 - knives or weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - tobacco, cigarette papers, cigarettes and vapes;
 - fireworks;

- pornographic images;
- any article a staff member 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 pupil);
- Mobile phones or Smart Watches which have not been handed in at the School Office on arrival at school.

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:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Online-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

It is important to distinguish bullying from other unkind, mean and harmful behaviour.

Bullying is not:

Calling someone a name or pushing someone once, being rude or having an argument with someone is not bullying. Of course, these behaviours should be addressed but may have different consequences and interventions, which is why the distinction is critical.

To be defined as bullying, all three components must be present: (1) repeated actions or threats, (2) a power imbalance and (3) an intention to cause harm.

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

Supporting Organisations and Guides

Anti-Bullying Alliance: <https://anti-bullyingalliance.org.uk/>

Childline: <https://www.childline.org.uk>

DFE: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

NSPCC: <https://www.nspcc.org.uk/>

Young Minds: <https://www.youngminds.org.uk/>

Childnet: www.childnet.com

Child Exploitation and Online Protection: <https://www.ceopeducation.co.uk/>

Addressing Inappropriate Behaviour

On occasion, pupil behaviour may impact upon the rights of others. There will be situations where pupils experience stressful situations in school or at home that may impact upon their behaviour in a negative way. Because of this, Timothy Hackworth

Primary School has developed a range of strategies to minimise or overcome this behaviour and the impact it has on others.

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation.

These include:

- acting in a calm and rational manner;
- using a modulated, low tone of voice;
- providing adequate personal space;
- showing open, accepting body language, e.g. not standing with their arms crossed;
- using good manners;
- using simple, direct language;
- avoiding confrontation;
- avoiding being defensive;
- depersonalising situations;
- listening to the facts and acting calmly and fairly;
- using the Restorative Approaches model in conflict situations;
- using Trauma Informed School strategies;
- being explicit that it is the behaviour and not the child that is causing the concern.

In these situations, staff use a traffic light system that is clearly displayed within each class teaching area. All children begin each new day in the green light section of their class chart. 'Green' represents respectful behaviour and most children remain on 'green' throughout the day. The individual behaviour of the child influences how their part of the chart looks. Children can move to star level for outstanding examples of respectful behaviour. When their behaviour is not respectful and affects the rights of others, a child may be moved to the yellow section of the chart, or for more disruptive behaviours, a child may be moved to red.

A child may be moved to yellow if:

- poor behaviour choices are repeated during the day that impinge upon the rights of the other children, and adults, to be safe and learn;
- verbal reminders are having no effect on the behaviour being displayed.

Consequences for being in yellow:

- the behaviour will be discussed with the teacher or teaching assistant (this may be at break or lunch so that learning is not further disrupted) allowing time for self-reflection;
- missed learning may be completed elsewhere in the school day, supervised by another member of staff;

- children can earn their green status back by showing a respect for their learning, themselves and others;
- if the child is frequently receiving yellow cards, they may be issued with a red card, depending on the behaviour demonstrated. Red cards warrant parental or carer involvement.

A child may be moved to red if;

- a serious incident occurs. Any incident involving violent, offensive, dangerous, damaging or bullying behaviour will automatically be treated as red, and yellow will be automatically bypassed. Children can earn their green status back by showing a respect for their learning, themselves and others.

Consequences for being in red:

- the incident is logged on a Behaviour Slip which is given to a named member of staff. The class teacher records the incident on a Behaviour Tracking Sheet in their yellow class Behaviour File. Parents are informed of each red card incident;
- the child would miss their daily reward time;
- the child would spend time with an adult during their playtime;
- the child would spend time with an adult for their outside lunch time;
- playtimes or lunchtimes may be limited where the child's behaviour is a threat to their own or another's right to be safe;
- an S.L.T. member should be informed and behaviour discussed with the child;
- the child may be removed from the situation to another area or class in the school in consultation with the S.L.T.;
- there may be a removal of privileges;
- a Behaviour Log may be issued;
- a Behaviour Contract may be agreed;
- a Pastoral Support Plan may be produced for persistent and prolonged incidences of inappropriate behaviour;
- suspension;
- permanent exclusion, in the most serious of circumstances and as a last resort.

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Early Years Foundation Stage

Consequences for inappropriate behaviour are more immediate in the Foundation Stage so that young members of the school community can directly link cause and

effect to their actions. Children are required to sit on a 'Thinking Chair' for a short period of time and a discussion takes place about how their behaviour affected the rights of others. Serious incidents are logged on a Behaviour Slip which is given to a named member of staff. The class teacher records the incident on a Behaviour Tracking Sheet in their class file. Parents are informed of each red card incident.

Rewards are never removed as a consequence. Every day provides the opportunity for a fresh start for every child. Each child begins each day on green. However, some consequences may have a duration lasting longer than one day.

Detention

As a school we are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at our school can impose detention on a pupil within the school day, unless the Headteacher decides to withdraw this power from any teacher. Pupils can be issued with detentions during breaks. Parent and carer consent is not required for detentions and, therefore, our school is able to issue detention as a sanction without first notifying the parent or carers of the pupil, including for same day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider the age and any additional needs of the pupil. If the detention is during lunchtime, a minimum of 30 minutes will be allocated to allow the pupil time to eat, drink and use the toilet. Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction would be issued instead.

Detentions will only be given to those individual children who have misbehaved and not to a whole class of children.

In rare circumstances, detentions may be given to children after school, with parental consent.

Positive Handling (Reasonable Force)

The term 'positive handling' includes a wide range of supportive strategies for managing challenging behaviour. A clear and consistent Positive Handling Policy supports all pupils, including those with social, emotional and behavioural difficulties, within an ethos of mutual respect, care and safety.

Staff have a duty to intervene in order to prevent pupils from hurting themselves or others, damaging property, or in order to maintain good order and discipline. Furthermore, our school takes seriously its duty of care to pupils, employees and visitors to the school. The first and paramount consideration is the welfare of the pupils in our care.

Reasonable force covers a range of interventions that involve physical contact with pupils. In the first instance, members of staff who have Team Teach training will be called upon to support staff if any form of pupil handling is required. However, all members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- causing disorder;
- hurting themselves or others;
- damaging property;
- committing an offence.

Incidents of reasonable force 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/carers/carers.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Confiscation and Searches

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

Confiscation

Any prohibited items (see 'Serious Misbehaviour' section) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to the parents or carers of the pupil after discussion with senior leaders and parents/carers, if appropriate.

Searching a Pupil

Searches will only be carried out by a member of staff who has been **authorised to do so by the Headteacher, or by the Headteacher themselves.**

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- the authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher (Designated Safeguarding Lead) or a Deputy Designated Safeguarding Lead, who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the policy for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- assess whether there is an urgent need for a search;
- assess whether not doing the search would put other pupils or staff at risk;
- consider whether the search would pose a safeguarding risk to the pupil;
- explain to the pupil why they are being searched;

- explain to the pupil what a search entails, e.g. 'I will ask you to turn out your pockets and remove your scarf.';
- explain how and where the search will be carried out;
- give the pupil the opportunity to ask questions;
- seek the pupil's co-operation.

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour consequence.

If they still refuse to co-operate, the member of staff will contact the Headteacher (Designated Safeguarding Lead) or a Deputy Designated Safeguarding Lead, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in this policy, but not to search for other items.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or bags.

Outer clothing includes:

- any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt);
- hats, scarves, gloves, shoes, boots.

Searching Pupils' Possessions

Possessions means any items that the pupil has, or appears to have control of, including desks and bags. A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified by the school Code of Conduct.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing a Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL or a Deputy DSL without delay:

- of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item;
- if they believe that a search has revealed a safeguarding risk.

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing Parents

Parents and carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- what happened;
- what was found, if anything;
- what has been confiscated, if anything;
- what action our school has taken, including any sanctions that have been applied to their child.

Support After a Search

Irrespective of whether any items are found as the result of any search, our school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's Safeguarding Policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if pastoral support, an Early Help Intervention or a referral to Children's Social Care is appropriate.

Off-Site Misbehaviour

Consequences may be applied where a pupil has misbehaved off-site when representing our school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips);
- travelling to or from school;
- wearing school uniform;
- in any other way identifiable as a pupil of our school.

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil;
- could adversely affect the reputation of our school.

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online Misbehaviour

Our school can issue behaviour consequences to pupils for online misbehaviour when:

- it poses a threat or causes harm to another pupil;
- it could have repercussions for the orderly running of our school;
- it adversely affects the reputation of our school;
- the pupil is identifiable as a member of our school.

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, our school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, our school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher (Designated Safeguarding Lead) or a Deputy DSL will make the report.

Our school will not interfere with any police action taken. However, our school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.

If a report to the police is made, the Designated Safeguarding Lead (DSL) or a Deputy DSL will make a tandem report to Children's Social Care, if appropriate.

Child on Child Abuse

Child on Child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations.

Online child on child abuse is any form of child on child abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, child on child

grooming, threatening language delivered via online means, the distribution of sexualised content and harassment.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse.

However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged young person.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Any reports of child on child abuse, sexual violence or sexual harassment will be taken seriously with the victim reassured, supported and kept safe. Accurate notes will be made and added to our safeguarding system involving the Designated Safeguarding Leads. The DSLs will use the guidance from Part 5 of Keeping Children Safe in Education and our Safeguarding and Child Protection Policy to determine the school's actions. Both the victim and perpetrator will need support, parents will be involved and Risk Assessments devised. The attitude of every staff member must be, 'It could happen here.'

Zero Tolerance Approach to Sexual Harassment and Sexual Violence

Timothy Hackworth Primary School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- proportionate;
- considered;
- supportive;
- decided on a case-by-case basis.

Our school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- responding to a report;
- carrying out risk assessments, where appropriate, to help determine whether to:
 - manage the incident internally;
 - refer to Early Help;
 - refer to Children's Social Care;
 - report to the police.

Please refer to our Safeguarding Policy for more information.

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to Children's Social Care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct and necessary actions will be taken in accordance with our Safeguarding Policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

Serious Sanctions

Removal from Classrooms

In response to serious or persistent breaches of this policy, our school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious consequence and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- restore order if the pupil is being unreasonably disruptive;
- maintain the safety of all pupils;
- allow the disruptive pupil to continue their learning in a managed environment;
- allow the disruptive pupil to regain calm in a safe space.

Pupils who have been removed from the classroom are supervised by Mrs. Nixon (Pupils and Families Intervention Support Lead), the Headteacher (DSL) or a Deputy DSL. Pupils will be removed until they are calm and able to engage in their learning. This will be for the remainder of the day at a maximum.

Pupils will not be removed from classrooms without the explicit agreement of the Headteacher or Deputy Headteacher. Our school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. Our school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/Carers will be informed on the same day that their child is removed from the classroom.

Our school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Behaviour Logs;
- adult support in class;
- Behaviour Contracts;
- Pastoral Support Plans;
- Pupils and Families Intervention Support Lead intervention and monitoring;
- Trauma Informed Schools approaches;
- Place2Be;
- Place2Talk;
- External Agency support, e.g. CAMHS and the EWEL Nurse.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on the Behaviour Tracking sheet. A centrally held list of 'Incidents of Classroom Removal' is maintained by the Head Teacher and Deputy Head Teacher.

Support in School

The Pupils and Families Intervention Support Lead supports children and families who are experiencing difficulties. Parents/Carers and children are also able to request support. Children who are experiencing difficulties receive small group or 1:1 support which is tailored specifically to need.

The Place2Be Counselling Service is available on site to support vulnerable children. The Place2Think Service provided by the Place2Be School Lead, provides support for staff where advice and guidance is given regarding pupil behaviour, in line with school policy.

Support from other Agencies

If a child's behaviour continues to impinge upon the rights of others in school, then the school will seek advice and support from other agencies such as Educational Psychologists, L.A. Behaviour Support Service, EWEL Team, ASC Team and CAMHS. This will always be done in consultation with parents or carers.

Safeguarding

Timothy Hackworth Primary School recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, other needs or vulnerabilities or protection.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding Policy, and consider whether pastoral support, an Early Help Intervention or a referral to Children's Social Care is appropriate.

Please refer to our Safeguarding Policy for more information.

Suspensions and Permanent Exclusions

Unfortunately, there will be individuals for whom the consequences explained above do not deter inappropriate and repeated behaviours. In this instance, the Headteacher may have to use other procedures to ensure that a safe, happy and respectful environment is maintained. This may involve the use of fixed term suspension, managed move and permanent exclusion. All procedures for carrying out these actions will be strictly in line with L.A. guidelines.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Responding to Misbehaviour from Pupils with SEND

Recognising the Impact of SEND on Behaviour

Timothy Hackworth Primary School recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, our school will balance their legal duties when making decisions about enforcing the Behaviour Policy. The legal duties include:

- taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#));
- using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#));
- if a pupil has an Education, Health and Care (EHC) Plan, the provisions set out in that plan must be secured and the school must co-operate with the Local Authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These might be for example;

- short, planned movement breaks;
- adjusting seating plans to ensure a pupil with visual or hearing impairment is seated close to the teacher;
- adjusting uniform requirements for a pupil with sensory issues;
- training for staff to improve understanding of specific conditions, e.g. autism;
- use of work stations;
- use of visual timetables;
- use of the sensory room.

We have a range of internal and external support that can be provided including:

- Pupils and Families Intervention Support Lead;
- Place2Be, Place2Talk and Place2Think;
- Lego Therapy;
- Behaviour Intervention Team;
- Educational Physiologist;
- Crisis Support;
- Durham County Primary Behaviour Panel;
- Local Police and County Police Services;
- Youth Offending Team;
- GPs and Practice Nurses;
- Medical Practitioners;
- Virtual School;
- Outreach Support;
- Alternative Provision;
- CAMHS.

Adapting Consequences for Pupils with SEND

When considering a behavioural consequence for a pupil with SEND, the school will take into account:

- whether the pupil was unable to understand the 'rule' or instruction;
- whether the pupil was unable to act differently at the time as a result of their SEND;
- whether the pupil is likely to behave aggressively due to their particular SEND.

If the answer to any of these questions is yes, it may be unlawful for our school to sanction the pupil for the behaviour.

Our school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

Considering Whether a Pupil Displaying Challenging Behaviour may have Unidentified SEND

The school's Special Educational Needs Co-ordinator (SENCO) may 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 and carers to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHCP must be secured and Timothy Hackworth Primary School will co-operate with the Local Authority and other bodies.

If our school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the Local Authority to discuss the issue. If appropriate, our school may request an emergency review of the EHCP.

Supporting Pupils Following a Sanction

Following a sanction, Timothy Hackworth Primary School will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of our school. These strategies may include:

- regular drop-ins from the Pupil and Families Intervention Support Lead;
- interventions with the Pupil and Families Intervention Support Lead;
- interventions from identified agencies;
- a Behaviour Log;
- a Pastoral Support Plan;
- reward charts for appropriate behaviour;

- positive behaviour strategies;
- reintegration meetings.

Pupil Transition

Inducting Incoming Pupils

Timothy Hackworth Primary School will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the Behaviour Policy and the wider school culture.

Preparing Outgoing Pupils for Transition

To ensure a smooth transition to the next year, 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 during these transition meetings.

Training

Staff are provided with regular training on managing behaviour, including training on:

- the proper use of restraint for identified staff;
- the needs of the pupils at the school;
- how SEND and mental health needs can impact behaviour;
- Zones of Regulation;
- Restorative Approaches;
- Trauma Informed Schools approaches.

Behaviour management will also form part of ongoing continuing professional development.

Monitoring and Evaluating School Behaviour

Our school will collect data on the following:

- behavioural incidents, including removal from the classroom;
- attendance, permanent exclusion and suspension;

- use of pupil support units, off-site support and intervention and managed moves;
- incidents of searching and confiscation;
- anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the school behaviour culture;
- the data will be analysed termly.
- the data will be analysed from a variety of perspectives including:
 - at school level;
 - by age group;
 - at the level of individual members of staff;
 - by time of day (i.e. in class, at playtime or at lunchtime);
 - by protected characteristic.

Timothy Hackworth Primary School will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, we will review our policies to tackle it.

Monitoring this Policy

This Behaviour Policy will be reviewed by the Headteacher and the Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Governing Body.

The written Statement of Behaviour Principles (Appendix 1) will be reviewed and approved by the Governing Body annually.

Appendix 1: Written Statement of Behaviour Principles

The purpose of this statement is to provide guidance for the Headteacher in drawing up our school's Behaviour Policy, so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in school, as well as taking full account of law and guidance on behaviour matters.

It is intended to guide the Headteacher in determining measures to promote good behaviour and in determining the school Behaviour Policy.

The principles are as follows:

- A safe and welcoming school, where everyone feels valued, based upon respect, support and trust;
- every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others;
- continued commitment to the Convention on the Rights of the Child;
- all pupils, staff and visitors are free from any form of discrimination;
- staff and volunteers set an excellent example to pupils at all times;
- children are encouraged to give their best at all times, inside and outside of school;
- children are familiar with, and understand, the expectations placed upon them;
- there is equality of opportunity and respect for all;
- carefully structured support mechanisms which children and staff can access when needed;
- fair, equal and consistent treatment from all adults in school;
- pupils are confident when using their pupil voice and can use Restorative Approaches to deal with any conflicts that arise in a respectful and positive manner;
- rewards and consequences are used consistently by staff, in line with the Behaviour Policy;
- the Behaviour Policy is understood by pupils and staff;

- pupils are helped to take responsibility for their actions and families are involved in behaviour incidents to foster good relationships between the school and pupils' home life;
- suspensions and exclusions will only be used as a last resort.

The Governing Body of Timothy Hackworth Primary School also emphasise that violence or threatening behaviour will not be tolerated in any circumstances.

This written Statement of Behaviour Principles is reviewed and approved by the Full Governing Body annually.