Haworth Primary School

Positive Behaviour Policy

The Governing Body and Staff of Haworth Primary School accept the principle that good behaviour is a necessary condition for effective learning to take place.

Standards of Behaviour

At Haworth Primary School we work towards standards of behaviour based on our Haworth Heroes: respect, teamwork, kindness, resilience, discovery and challenge. It follows that acceptable standards of behaviour are those which reflect these values. Throughout school, we reward behaviour which demonstrates the above behaviour through awarding Class Dojo points. Stars are then awarded in celebration assembly when Dojo milestones have been reached.

All adults in school have an important responsibility to model high standards of behaviour, both in their dealings with the children and each other as their example has an important influence on the children. As adults we should aim to:

- establish an environment where children are ready for learning
- create a positive climate, promoting teamwork, discovery and resilience, with realistic expectations and appropriate challenge
- emphasise the importance of being valued as an individual within the group
- promote, by example, honesty and courtesy in everything we do
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, culture, religion, ability, and disability
- show appreciation of the efforts and contributions of all
- allow children who are not behaving well to see the benefits of positive behaviour

An appropriately structured curriculum, effective learning and excellent classroom management contribute to independent positive learning behaviour. Praise, verbal and through awarding of Class Dojo points, should be used to encourage good behaviour as well as good work, in line with our core values.

Rules and Procedures

These are designed to:

- make clear to children how they can achieve acceptable standards of behaviour
- be positively stated - they are derived from the principles that underpin models of good behaviour
- be applied consistently by all staff so that pupils learn from experience to expect fair, regularly applied responses to inappropriate behaviour
- have a clear rationale, understandable to all
- promote the idea that every member of the school has responsibilities towards the whole

Inclusion

Whilst our school ethos and relevant sanctions need to be consistent across the school, there are occasions where such sanctions are not appropriate for certain children. We acknowledge that the prime reason for sanctions following behaviour we do not want to encourage at Haworth, is to ensure that children learn from their behaviour and are less likely to do it again. Where children have specific needs, we recognise that such sanctions may not be appropriate and as such, we will deal with behaviour in a more appropriate way for that child.

Positive Behaviour Reinforcement
There are numerous systems in place to reward positive behaviour. These may include whole school recognition or be on a class or individual basis. The Headteacher also recognises positive behaviour by rewarding children personally and, where appropriate, parents are informed of good behaviour through certificates or texts/phone calls home, especially where they have been notified previously about negative behaviour.
Systems in place include:

- Class Dojo reward points – termly celebrations with star awards/annual awards (e.g. ten pin bowling)
- Star of the week/Going for Gold (termly)
- Headteacher's awards and celebrated work displayed in the Headteacher's office
- Texts and phone calls home to celebrate positive behaviour

Sanctions
The use of sanctions are characterised by certain features:

- It is clear why the sanction is being applied (children discuss their behaviour with senior leaders)
- It is clear what changes in behaviour are required (achievable targets are agreed with children and parents)

There are a variety of sanctions that can be used to manage inappropriate behaviour ranging from verbal feedback to exclusion (under the advice of the Local Authority).

Most instances of unacceptable behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is proportional to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone may be ineffective, and additional help should be sought from the School leaders/SENCO and/or external agencies. Each case is dealt with on an individual basis and carefully considers the specific needs of the child.

Strategies for dealing with challenging behaviour
Consistency should be applied at all times.

- Discuss the behaviour with the child to ascertain the reason
- Explain why action has to be taken
- Take appropriate action, such as:

a The child can be moved in class and asked to sit by an adult.
b The child may have 'time out' for a short length of time determined by the class teacher/learning support assistant. In Reception, this would take place within the classroom. In KS1 and KS2, this would take place in another class within the key stage with the child supplied with work to complete during this time.
c The child may receive an instruction to spend 30 minutes of their lunchtime in timeout (with a senior leader).
d The child can be set work to occupy playtimes/lunchtime or spend this time under direct supervision of a member of the SLT.
e The situation is brought to the attention of the Headteacher or other members of leadership, as appropriate.
f The issue can be discussed with parents (and will be if deemed severe).
g The issue may involve the intervention of the Governing Body.
h Where classwork has not been completed due to behavioural issues, the class teacher may make arrangements with the child's parents for that work to be completed after school (where possible)

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity and respect at all times. This includes both face-to-face contact and online.

HOSC and After School Activities
Children attending the HOSC or any of the before or after school activities are expected to behave as they would in school and treat members of staff and volunteers with the same respect as any other member of school staff. Children whose behaviour is cause for concern may be asked to sit out of a session.
If unacceptable behaviour continues, they may be excluded from the club/activity, either for a limited period or indefinitely. Discussions will take place with parents/carers and places at Breakfast Club may be rescinded if unacceptable behaviour is not resolved.

Exclusion from School
In the event of an exclusion we follow the DFE guidance: https://www.gov.uk/government/publications/school-exclusion

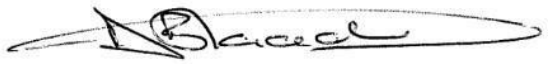
Lunchtimes
The school recognises that lunchtimes can be difficult for some children. Children who behave inappropriately at lunchtime will have to spend an allocated amount of time with a member of SLT before returning to play. Unacceptable behaviour will be recorded by the member of staff on duty that day on CPOMS, and the classteacher/headteacher informed as appropriate. Year 6 children are ambassadors for children in other year groups, especially new to school and the younger ones.

Recording and Reporting
Certain incidents may require formal recording and reporting. Such records are maintained confidentially by the school, in accordance with GDPR legislation.

Communication and Parental Partnership
We give high priority to communication within school and to a positive partnership with parents/carers since these are crucial in promoting and maintaining high standards of behaviour. Where behaviour is causing concern, parents will be informed at an early stage and given the opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed. Positive learning behaviour is shared via text messages (through the school Ping app).

Smart Watches
Pupils are not permitted to wear Smart Watches or other similar style watches with internet connectivity for safeguarding reasons. These are not suitable for wearing in school for a number of reasons. Many of these watches have internet connectivity and cameras, which if used within school could pose a safeguarding risk. Whilst we appreciate that smartwatches can be disabled allowing only the time element to be operational, staff cannot keep a check on connectivity. They are also costly items, which could easily be damaged or go missing.

To be reviewed September 2026



Signed: ……. **Date: 29/09/2026**
Chair of Governors