

Relationships (Behaviour) Policy

Hawthorn Primary School



Approved by:	Pupil progress and welfare committee	Date: 21/09/23
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For a person to 'grow', they need an environment that provides them with genuiness (openness and self – disclosure), acceptance (being seen with unconditional positive regard), and empathy (being listened to and understood). Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water.

Carl Rogers (taken from The Kindness Principle by Dave Whitaker)

At Hawthorn Primary school, we see behaviour as a form of communication. We believe that behaviours develop through relationships and that relationships underpin everything we do. We therefore aim to provide an environment of 'Unconditional positive regard.' We take time to get to know our pupils and build trust. We promote acceptance and build self esteem so that our pupils can thrive, and we strive to be open and transparent so that pupils feel a sense of fairness. Behaviour at Hawthorn is the responsibility of all stakeholder.

At Hawthorn we endeavour to be empathetic. We encourage children to share their feelings and encourage them to have a voice. Each day is a fresh start. We do not allow poor behaviour and have high expectations, modelled each and every day. We treat all pupils with respect and kindness and expect pupils to treat adults across school with respect and kindness too.

At Hawthorn, our approach is to build trust with all our pupils. We make the effort to get to know everyone. At the beginning of each school day, pupils are greeted by senior leaders and staff across school. The doors are open for them to walk straight into school where they are then greeted again by adults they spend time with throughout the day. All pupils are then positively encouraged to go into their classroom to complete a settling in activity.

The classroom environment can have a significant impact on how pupils engage in learning. All Staff at Hawthorn will:

- ensure classrooms are interesting/exciting places to learn allowing all pupils to prosper and flourish
- inclusive so that all pupils can achieve
- seat pupils in a way that impacts positively on relationships
- ensure lessons have pace and challenge
- set work that enables ALL pupils to make progress.
- use an effective balance of praise and constructive verbal feedback to aid pupils to be their best selves
- give clear expectations so that everyone knows what to do
- support pupils through a range of strategies/resources dependent on needs, misconceptions or gaps identified
- identify pupils that need further support/encouragement.

We believe all pupils should be recognised and therefore make time to get to know them as individuals. We do this through a range of activities in the classroom, early morning greetings and sitting with them for lunch, having positive conversations or going outside and joining in with activities. We recognise individual personal achievements and verbalise this to the individual. During the Autumn term our PSHE curriculum focuses on 'Being Me.'

In our Early Years and Year one children receive positive praise through verbal recognition, stickers and

opportunities to receive a gift from the class golden box. Positive praise is also verbally feedback to parents along with praise postcards.

All pupils in years two – six have individual praise cards which are used to acknowledge recognition for their personal achievements/super attitude towards learning. These are kept in their pencil cases so that they can stay in school. All staff send individual praise postcards home or phone parents to share positive recognition. The Head teacher also sends additional praise postcards home to invite pupils to afternoon tea. This takes place each half term. All pupils are encouraged to share their work with the headteacher and talk about their learning or personal achievements. We also have a weekly celebration assembly.

Years one to six have marble jars. Marbles are collected for many different things such as being ready by a given time or keeping the classroom tidy. When the jars are full, the class choose what they would like. As a class they may vote for a favourite activity such as extra time in Forest School.

We do not have behaviour boards displayed in our classrooms. We believe these can have a negative impact and display shame. Often pupils who always demonstrate a super attitude get missed because more focus is given to low level disruption. Some pupils do not like the public exposure and can therefore react negatively when this occurs. We prefer to individualise the praise we give.

Expectation of pupils

- walk sensibly around school without running
- walk quietly to and from assembly
- line up to go outside/inside to/from the playground
- hang their coats on pegs and not throw them on the floor
- display a positive attitude towards learning
- be respectful and kind to each other and to staff and visitors
- share and take turns with the outdoor equipment

Managing disruptive behaviours

1. The class teacher /teaching assistant will go over and quietly speak to the pupil to see if they understand the work and ask them to stop disturbing learning
2. If the pupil continues to misbehave, the teacher will go over to them and remind them of what is expected and check if they need extra support
3. If the child continues to misbehave, they will be encouraged to go into the class book area where there are a range of resources to support them to regulate their emotions/feelings.
4. When a child continues to misbehave the pastoral team will take them out and work with them. They will be given the opportunity to voice their concerns and given the time to completely calm down so that they are ready to go back into class and learn. All staff adapt this accordingly, ensuring individual needs are met and different circumstances are considered.
5. If a pupil continually misbehaves, disturbing the learning of others, a plan will be put in place (see appendix 1) in discussion with parents/carers. All plans will be reviewed regularly, and professional support sought where necessary.

Restorative Behaviour Management

During any school day, incidences can occur. Pupils can get into conflict with each other. When this happens, the pastoral team and teaching assistants attempt to solve a behaviour problem through investigation and

detailed enquiry. This allows solutions and focuses on finding the cause of behaviour rather than punishment. It allows staff to explore feelings and explore why the child has responded in a particular way, giving them time to reflect and think about others feelings This allows staff to work with pupils and use routine and structure to avoid further incidences occurring.

Team Teach (Non-Violent Restraint)

Team Teach behaviour support training allows trained staff to use non-violent restraint techniques in extreme circumstances where a child is in immediate danger and/or is a risk to themselves or others. In the rare occasion that this strategy has been used, parents will be informed and staff involved will have a debrief meeting to plan next steps for the child.

Monitoring and Recording

Teaching staff record all serious behaviour concerns on 'MyConcern'. This enables senior leaders and the pastoral team to discuss the child's behaviour and strategies to use to aid an improvement. The pastoral team meet weekly to discuss further strategies and monitor behaviour patterns and links to attendance, as school recognise the link between behaviour and wider school improvement including attendance and attainment.

When a child is identified as having additional needs, they will be referred to the school's Inclusion leader/pastoral manager for support. The Inclusion lead will meet with staff to support with strategies in the classroom as well as discuss concerns with parents/carers.

Pastoral and Behavioural Support in School

When we identify children as having additional SEMH needs, we will:

- work closely and supportively with parents/carers
- support with our pastoral team (1:1 or small group work)
- refer to our school's Inclusion Team
- refer to external agencies for advice
- write formal behaviour support plans
- provide targeted interventions

The Inclusion Leader and Head Teacher will implement and monitor the success of behaviour plans, using a plan → do → review approach.

The Den (pastoral area)

Where necessary, the Pastoral Team will give support and time to a focus group of children during their lunch break. Membership of the group changes, based upon need.

Nurturing approaches will always be an integral part of these groups. Activities carried out will be games, play and art related. The skills and attitudes such as turn-taking, working together as a team will be always incorporated within a calming and nurturing environment.

Parents

As a nurturing, inclusive school, we understand the impact trauma can have on families. We support families within our community and work with individuals to aid their understanding and work through the different emotions they maybe experiencing. Relationships with parents is key in supporting pupils who experience

difficulties and ensures a collaborative approach. This enables timely and high impact intervention, thus aiding success.

Our curriculum

We help our children to make progress with their behaviour and emotional development by;

- Promoting UNICEF Rights of the Child
- Weekly jigsaw/PSHE sessions
- Individual daily pastoral intervention (when required)
- Weekly group pastoral intervention (when required)
- Pupil voice, school ambassadors
- Enabling opportunities to talk. This often takes place in the pastoral room (The Den) or Headteachers room.
- Build strong relationships with all children

If a child presents significant SEMH needs, they will be encouraged to use the reading area or come out of the classroom to regulate their emotions with a member of staff.

This strategy is only to be used:

- in cases of emotional dysregulation
- when included as a specific strategy on a behaviour support plan

Red card procedure

Each class will have a red card. Staff may use this to send for additional support from SLT when there is a genuine emergency. This can be used if it is not convenient to use the class phone or the call has not been received by SLT.

Dinner Time Supportive Procedures

At Hawthorn Primary School, we understand that happy lunchtimes are aided significantly if pupils and staff have a clear structure which promotes positive play and behaviour management. Each class has a designated lunchtime area they go to (timetabled across the week) and staggered time for eating and playing. Lunchtime supervisors are stationed at each area. Staff take it in turns to support lunch times and aid positive play, alongside the sports apprentice and lunchtime supervisors. Additional resources to aid enjoyment on the playground have been sourced following pupil voice.

Lunchtime supervisors will encourage positive behaviours by:

- Praise
- Stickers. If a child receives a sticker, the class teacher will add a point to their praise card on return to class

Lunchtime supervisors will manage negative behaviours by:

1. Talking to the child in a calm manner
2. Refer children to a member of staff who will then record the incident/concern raised and inform SLT.

Zero-tolerance approach to sexual harassment and sexual violence

The 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

The 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 child protection and safeguarding policy for more information.

Off-site behaviour

All children are expected to demonstrate respect and kindness when off site. This includes:

- 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

Any misbehaviour off site will be dealt with through the same approach as in school. Parents will be notified.

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 explore and investigate the behaviour.

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 explore and investigate the behaviour.

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, 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.

Please refer to our child protection and safeguarding policy allegations against staff: and statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse against staff or other pupils.

Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

Confiscation

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

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

Pupil 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 where behavioural concerns are shared.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. This is monitored through MyConcern and discussed during weekly pastoral meetings. Where this may be the case, we will follow our child protection and safeguarding policy.

Serious Misbehaviour

When a pupil exhibits very serious or unsafe behaviour, the head teacher may use:

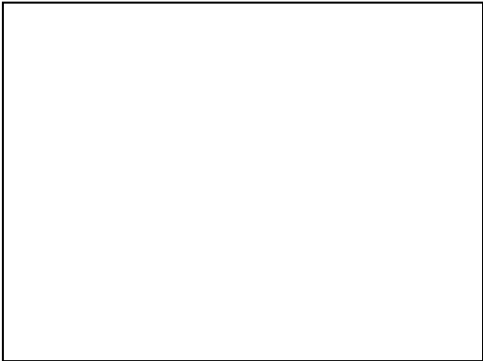
- Internal seclusion
- Fixed term exclusion
- Permanent exclusion (in exceptional circumstances)

Exclusion

At Hawthorn Primary School, we prefer to work with the child and build trusting relationships so that we can understand and support the child to be successful and enjoy school. However, if a fixed and permanent exclusion is used, the latest guidance from the Local Authority will be followed.

Appendix 1

**Behaviour Support
Plan**



Name:
Year group:
Date:
Review date:

What people like about me and what I can do well.

What I need help with.

My Targets

Target	How I know if I am successful?	Who/what will help me to meet my target?	Consequences

Signed (pupil).....

Signed (parent).....