

Relationships Policy

Hawthorn Primary School



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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.

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 aim for good behaviour. 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 and peers across school with respect and kindness too.

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 such as reading.

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 and learning
- ensure lessons have pace and challenge
- set work that enables ALL pupils to make progress.
- use an effective balance of specific praise and constructive verbal feedback to aid pupils to be their best selves
- give clear precise, 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’ and as a school we incorporate My Happy Mind in to our curriculum.

At Hawthorn we use a lot of praise and love to give out stickers, particularly with our younger pupils. Pupils in our Early Years setting, and Year One often receive stickers and certificates and can sometimes be rewarded with a chosen gift from the class golden box when they achieve something personal to them. They

have a Hawthorn Tree displayed in the classroom whereby children are rewarded by moving up the tree to Gold. Children who reach Gold are given the opportunity to choose a special gift from the golden box.

All pupils in years two – six have individual praise cards which are used to acknowledge and recognise their personal achievements/super attitude towards learning. Children complete a full praise postcard of 16 points are able to gain a prize from the Golden Box.

All staff send individual praise postcards home or phone parents to share positive recognition. This may also be a conversation at pick up. 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.

All classes 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 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. 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
4. 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

Team Teach behaviour support training allows trained staff (staff across all key stages) to use non-violent restraint techniques in extreme circumstances where a child is in immediate danger and/or at risk to themselves or others. On 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 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.

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.

Class teachers record low level behaviour that disturbs learning or distracts others in a book that is kept out of sight. Each book is monitored weekly by the Pastoral Manager/Headteacher to see if any patterns emerge and strategies to use to support the child. When patterns of behaviour have been identified the team use an enquiry approach to guide strategies of support (appendix 2).

Pastoral and Behavioural Support in School

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

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

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 Manager 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 THRIVE school, we understand the impact trauma can have on families. We are keen to support families within our community and work with individuals to aid their understanding and work through the different emotions they maybe experiencing. We aim to build strong working relationships with parents so that they too receive the support they may need.

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 take a brain break with a member of staff to support self-regulation.

This strategy is only to be used:

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

Communicating a need for support.

The class phone can be used to call Senior Leaders/Pastoral Team if support is required in an emergency.

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
- Setting high expectations for moving around school
- Modelling the expected behaviour
- Lunchtime supervisors will use a token system to reward pupils/classes at lunchtime. Tokens will be calculated at the end of each half term and the class with the most will choose a reward.

Lunchtime supervisors will deal with negative behaviour by:

- Giving warnings to pupils involved in low level incidences
- Removing children from outside play for a period of 5 minutes
- In more serious incidences, a member of the senior leadership will support

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.



Positive Behaviour Support Plan

Pupils Name:

Pupils Year Group:

Date:

Review Date:

What I am good at:

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What I struggle with:

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How to help me:

My Targets	Who does this involve?	How will I do this?	Why am I doing this?	When should I do this?

Signed by (Pupil):

Signed by (Parent):

Signed (pupil).....

Signed (parent).....

Appendix 2

The Enquiry Approach



Name.....

Date.....

My Concerns	
What is happening at home?	
Safe, Seen, Soothed, Secure	
Attainment	
Behaviour incidents	
Spikes In behaviour	
Friendships	

Trusted adult	
Attachment needs	
How can we help-plan moving forward	