

Hawthorn Primary School



'Cultivating the futures of our children'

Behaviour for Learning Policy

September 2022

1. Policy Statement

Hawthorn is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour for learning policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

1.1 Our aims:

- To create a culture of exceptionally good behaviour: for learning, within their community and for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote school community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

1.2 Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Our Positive Learning Policy is underpinned by the following sources:

1. When the adults change, everything changes (Paul Dix)
2. Zones of Regulation
3. Hawthorn Pupil Voice July 2022

'You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression.'

(Paul Dix, Pivotal Education)

2. What is Hawthorn Primary School like?

We asked our children to tell us their lived experiences at Hawthorn and used their views and put them at the centre of our decision making.

Our school is filled with *kindness* and *hard-working children*. We *enjoy* our days at school and everyone has *fun together*. We like seeing our friends in the *kind environment* created at Hawthorn. Our adults *listen* to us and *give us choices*, and they have conversations with

us when things go wrong. We always have someone to talk to. We like coming to school as our *teachers are nice* and we *like learning and playing together*. We have *lots of different lessons* and there is always *something fun* that we are being asked to do.

Written by the children collectively from years 1-6.

3. Our School Rules:

Our children chose our school rules in July 2022:

1. Be Kind
 - We are kind and we care for our friends, we listen to our teachers and we help each other.
2. Work Hard
 - We try our best in everything we do, we take pride in our work and we have the courage to keep going.
3. Stay Safe
 - We stay safe by walking quietly around the school, making sensible choices and not doing anything that can hurt ourselves or others. We tell our teachers if we don't feel safe.

3.1 Class Charters

Each class at the start of each year creates their own class charter. Children work together to record what the rules look like in their classroom and agree with them. The rules remain the overarching rules for everyone in school and the class charter states what those rules look like in their classroom.

3.2 The 5 Pillars of Pivotal Practice

Adults adopt the 5 Pillars of Pivotal Practice consistently:

1. Consistent calm adult behaviour,
2. First attention for the best conduct,
3. Relentless routines,
4. Scripted difficult interventions,
5. Restorative follow up

4. Roles and Responsibilities

4.1 All adults will:

- Meet and greet all learners at the start of mornings and afternoon sessions.
- Refer to 'Be Kind, Work Hard, Stay Safe'
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every day.
- Be calm and give 'take up time' (time for the child to implement the change in behaviour) when going through the steps.
- Prevention rather than sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.

4.2 Phase Leaders will:

- Be a visible presence to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in on restorative meetings and supporting staff in conversations.
- Regularly celebrate those whose efforts go over and above expectations.
- Encourage use of Positive Postcards and Positive Phone Calls.
- Ensure staff training needs are identified and targeted.
- Make sure that the 'buck stops here' in most cases, and be the next stage of escalation within their phase.

4.3 Senior Leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence around the school.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support phase leaders in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to analyse areas for additional support.
- Regularly review provision for learners who fall beyond the range of written policies.

5. Rewards and Recognition

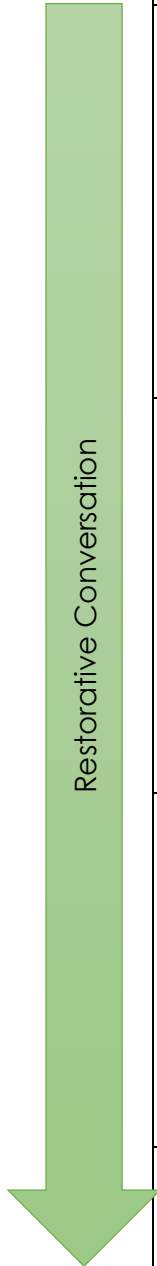
We recognise and reward learners who go 'over and above' our standards. Our staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. A quiet word of personal praise can be as effective as a larger, more public, reward. Pupils and staff are recognised for going 'over and above' in terms of demonstrating our core values, upholding school rules and displaying positive attitudes. Children are encouraged to show initiative by playing an active role in good behaviour, rather than passive compliance. Examples of this include to pick up a piece of rubbish and place in the bin rather than walking past it; answering questions in lessons rather than sitting quietly.

Our strategies for when children go over and above:

- Verbal praise
- Recognition board
- Dojo points
- Postcards/notes/messages on Dojo home
- Phone calls home/speaking to parents at the end of the day
- WOW Workers
- Reading Raffle
- Sharing work with another member of staff/SLT
- Being named a Hawthorn Hero where parents are invited to come in and share afternoon tea with their child and watch them receive their certificate in assembly. A Hawthorn Hero is a child who has gone over and above in living out this terms school value.

6. Correction of Behaviours

Engagement with learning is always our primary aim at Hawthorn Primary School. For the vast majority of our learners, a gentle reminder is all that is needed. Occasionally, it is necessary for a child to leave the classroom but this is a last resort, for a small period of time and strategies are implemented when the child comes back in. For example, the teacher sits with them to make sure they are able to complete their work. Staff at Hawthorn praise the behaviour we want to see and do not focus on the undesirable behaviours. All learners are given take up time in-between steps.

Restorative Conversation 	1	Behaviour drive-by – this can be a gentle encouragement, a ‘nudge’ in the right direction and/or non-verbal cues. This can be followed up with a reminder of the rules – or a specific one – privately. For example: <i>At Hawthorn we have the school rule work hard so I need you to pick up your pencil and</i>
	2	Scripted conversations – children are reminded of the behaviours that are expected and are given a chance to rectify the behaviours. Use the script in appendix A . Reasons for this conversation could be not being on task, disturbing others in the classroom, mishandling of other’s belongings, shouting in the hall/diner at lunch time, using unkind words during lunch time games etc. Scripted conversations are followed up in breaktime/lunch time with a restorative conversation
	3	If behaviour continues following scripted conversation, consider moving the child within the classroom or to another classroom if appropriate. Children may need some time to calm down and regulate away from the classroom with the help of an adult. This should be for a small amount of time so children are able to return to their learning. Follow up with a restorative conversation and give children additional reflection time at break/lunch time if required.
	4	Referral to SLT – if the scripted conversation and restorative follow up has not helped to rectify the inappropriate behaviours, further reflection time is given with a member of the SLT who will explore the reasons behind the inappropriate behaviour further and look for further solutions to move forward. Staff will continue to work with children at level 4 to help them to understand how they can change their behaviours. SLT member should be the phase leader in the first instance.
	5	5a – Non Negotiable Behaviours Immediate referral to SLT – in extreme cases there may need to be an instant referral to SLT. <u>This should be to phase leaders in the first instance.</u>

	<p>These may include, aggressive or violent behaviour towards others; repeated incidents of bullying, racial, homophobic or similar abuse; vandalism or theft of school or other's property; extremist behaviour or attitudes. Any incidents of level 5 behaviours will result in instant parental involvement.</p> <p>5b – Violent Behaviours</p> <p>Any serious violent behaviour towards a child or an adult will result in parents being informed and will result in either an internal exclusion (this will take place in school with the child being removed from class, or at another school in the Trust for a fixed period of time), a fixed term exclusion (where the child will spend the exclusion period at home) or on rare occasions of persistent violent outbursts, permanent exclusion. Should there be a need to exclude a child, this takes place the day of, or after, the offence and it is the parent's duty to make arrangements for their child. Parents will receive a letter outlining the details and reasons for the exclusion. The LEA and DFE will also be notified.</p>
6	<p>Bullying and/or child on child abuse</p> <p>Stage 6 is reserved for bullying and/or child on child abuse. These situations where an allegation is made, the other steps of the policy do not need to be followed.</p> <p>When an allegation of bullying and/or child on child abuse is made, the Headteacher along with relevant members of SLT/teaching staff/DSLs will conduct a thorough investigation as soon as possible following the allegation being received. We recognise the importance of investigating in a timely manner. The consequences will depend on the conclusion of this investigation. Parents will be informed unless there is a safeguarding reason not to. Consequences may include restorative/supportive approaches, internal exclusions (for part or all of the day), removal of privileges/responsibility but will be decided at the conclusion of the investigation. See Child on Child Abuse Policy and Anti-Bullying Policy for further information.</p>

Restorative follow up – The child should spend time with the staff member who has completed the scripted conversation by having a conversation with this member of staff about their inappropriate behaviour. This may be during the next playtime and should not take time away from learning.

6.1 Recording of Behaviour Incidents

All members of staff are trained to use CPOMs (secure online recording system) to record safeguarding and behaviour concerns. Level 4 incidents and above must be recorded.

Staff will ensure that behaviour incidents are recorded and therefore shared with SLT for the following type of incidents:

- Verbal incidents
- Physical incidents

- Damage to property
- Repeated defiance
- Persistent Low-Level Disruption

Staff will use their discretion as to the need for recording and sharing of information. When behaviour is recorded on CPOMS parents need to be informed and recorded on CPOMS that parents have been spoken to.

7. Zones of Regulation

To support children to learn self-regulation strategies, children need to be supported to:

- Identify and label their emotion – *I can see you are feeling cross, it is fine to feel cross, let's sit together and take some deep breaths to help us to calm down.*
- Learn strategies that they eventually can implement themselves to self-regulate
- Learn that no emotion is a bad emotion and that we all feel all emotions sometimes.

Some children will need more support than others to learn to self-regulate and label their emotions. Using the visuals of Zones of Regulation supports children to identify their emotion and know what to do to help themselves. A class toolkit of strategies can and should be referred to (appendix C), however, some children may need their own strategies which are set up on a child by child basis. All children follow the Zones of Regulation teaching sequence as part of cycle B PSHE in the summer term.

Appendix A

30 Second Restorative Conversation:

Use the 30 second scripted intervention:

- I have noticed that you are...(having trouble getting started, wandering around etc.) right now.
- At Hawthorn, we... (refer to the school rule work hard) • Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
- See me for 2 (or up to 5) minutes after class/during break.
- Do you remember yesterday/last week when you... (refer to previous positive behaviour)?
- That is who I need to see today...
- Thank you for listening... then give the child some 'take up' time.

Appendix B

Questions to be asked during restorative conversations (5 is enough):

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Appendix C

Blue



Sick
Sad
Tired
Bored
Moving Slowly


I'm running slow

Red

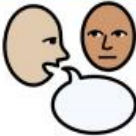


Mad/Angry
Mean
Yelling/Screaming
Out of Control
I Need Time and Space

I need to stop



drink




talk to an adult




walk away
go to safe space




find an adult



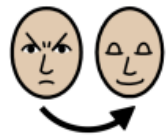
take a break



walk




deep breaths



calm down activity


Yellow



Frustrated
Worried
Silly/Wiggly
Anxious
Excited

I need to be careful

Green



Happy
Calm
Good to Go
Focused
Ready to Learn


I'm good to go



use my breathing strategies



ask for help




be a leader




help a friend



use calming strategies



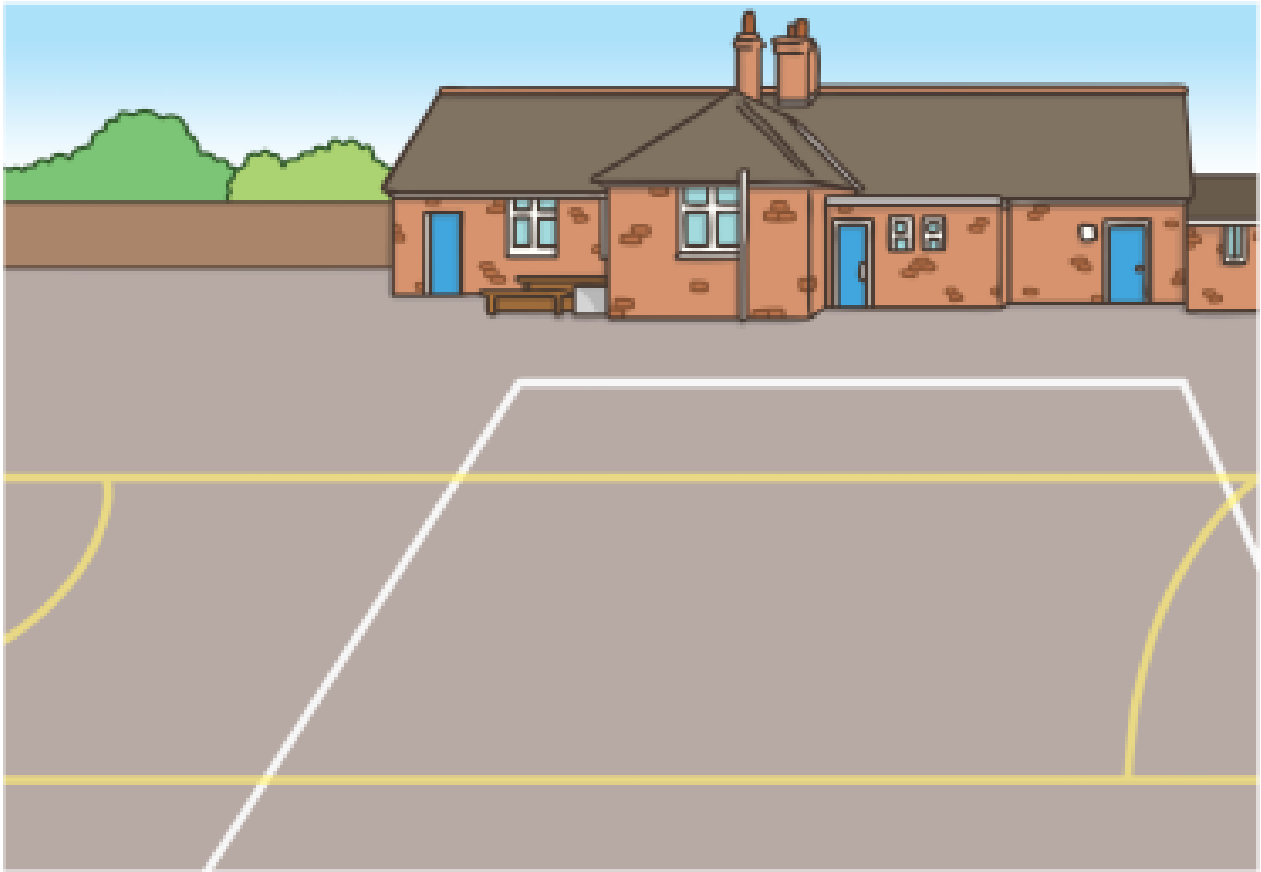
take some time to think and reset



work hard



have fun

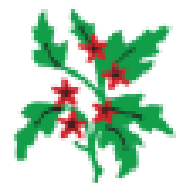
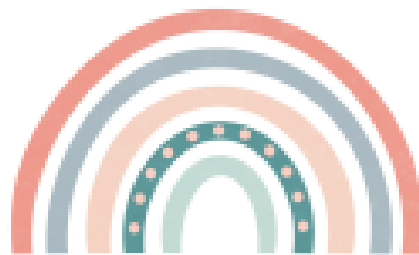
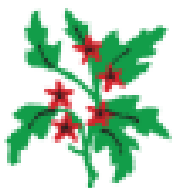


Our School Rules

Be Kind

Work Hard

Stay Safe



Be Kind Work Hard Stay Safe



Cultivating the futures of our children

The Hawthorn way ... this is how we do it here.

At Hawthorn Primary School, high expectations of learning and behaviour are at the heart of our community.

Our rules:

- Be Kind
- Work Hard
- Stay Safe

Adult consistencies:

- Meet and greet
- First attention for best conduct
- Calm and caring

Over and above conduct:

- Effort
- Achievement
- Hawthorn/Pathfinder values

Relentless Routines

Walking

Lining up

Transitions

Assemblies

Steps for managing behaviour

1. Behaviour drive-bys
 - A nudge in the right direction, verbal/non-verbal cues
 - A verbal reminder of the rules and expectation
2. Scripted conversation
3. Move/regulation time
 - Consider move within the classroom or to another classroom.
 - Give children time to regulate away from the classroom and support them to reintegrate.
4. Referral to SLT
5. Immediate referral to SLT for serious incident.

30 second scripted intervention

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Restorative conversations

- What happened?
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