

Hawthorn Primary School



'Cultivating the futures of our children'

Behaviour for Learning Policy

Agreed: February 2024

Next Review: January
2026

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 D . 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.
	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 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, a fixed term exclusion or on rare occasions of persistent violent outbursts, permanent exclusion.</p>
<p>6</p>	<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. Refer to Child on Child Abuse Policy and Anti-Bullying Policy for further information.</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:

- • Bullying (including online).
- Racist, homophobic or hate incidents.
- Violence.
- Fighting.

- Inappropriate language directed at others. • Persistent refusal • Verbal abuse
- Stealing.
- Threatening behaviour.
- Destruction of environment.

Bullying, racist, homophobic and hate incidents will all be reported to the Academy Trust.

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, 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.

8. Suspensions and Exclusions

Suspension from school - For serious breaches of the behaviour policy where allowing the child to remain in school would seriously harm the education and welfare of others OR if triggered from an internal isolation, parents are contacted immediately and asked to take their child home. Work is provided by the school for the period of time not in school and a suspension letter provided. After a suspension from school, parents and child must attend a reintegration meeting with a member of the Senior Leadership Team. At this meeting, a formal record of the meeting is kept, and a plan of future actions is created. A child returning from a suspension must spend a period on the subsequent day in internal isolation before returning to their usual class to ensure they are regulated and able to reintegrate into school successfully. They will then be on report for the following week to allow constant monitoring. If further suspensions are used, then there is a graduated response with the length of suspension increasing up to a maximum of 45 school days per academic year.

Permanent Exclusion – used as a very last resort. Considered in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Pathfinder Schools CEO/DCEO is to be involved in the decision. DfE

guidance is followed to ensure the process is followed correctly.

<https://www.gov.uk/government/publications/school-exclusion>

Hawthorn Primary School will provide work for the first five days and make the appropriate referrals to support services.

The headteacher will notify the Local Academy Board and arrange a governing board in the following circumstances:

- if it is a permanent exclusion;
- if it is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term;
- if it would result in the pupil missing a national curriculum test

9. Children with additional behaviour needs

For children with additional behavioural needs, reasonable adjustments are made within the behaviour policy. Behaviour support plans (Appendix A) and Safety Plans (Appendix B), where behaviours more aggressive or violent, are put into place and communication between home and school is regular. The school uses advice from the SENDCo and outside agencies to adapt provision to meet their individual needs.

10. Physical Intervention (for Team Teach trained staff)

In line with '[Use of Reasonable Force](#)' published by the DfE in 2013, force can be used to 'control or restrain' using 'no more force that is needed'. Control is defined as 'passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.' Restraint is defined as 'holding back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.'

Several staff are Team Teach trained across both schools in order manage the de-escalation and physical intervention for severe and challenging behaviour. Lists of these trained staff are displayed in areas around the school and updated to reflect latest training. Only trained staff will be authorised to use Team Teach techniques and if intervention is used this will be formally logged, parents informed, and counter signed by the headteacher in the 'Bound and Numbered Book'. Positive handling plans (Appendix C) are written if team teach techniques have been used with an individual.

Primary Prevention is achieved by:

- The deployment of appropriately trained and competent staff
- Avoiding situations and triggers known to provoke challenging behaviours
- Creating opportunities for choice and achievement

Secondary Prevention involves the employment of diffusion techniques following the recognition of early stages of a behavioural sequence that is likely to escalate. The use of physical intervention at this stage may be justified if it is clear that:

Primary intervention has not been effective and

- The risks associated with not using a physical intervention are greater than the risks of using same and
- Other appropriate methods have been tried without success

11. Banned items and searches

In line with the guidance [‘Searching, Screening and Confiscation – Advice for Schools’](#) published in by the DfE in July 2022, the Headteacher and the staff they authorise have statutory powers to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item that is detrimental to maintaining high standards of behaviour and a safe environment. Before a search is conducted, the guidance referenced above is referred to so that processes let out for before, during and after (including recording and advising parents) is always followed.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that is likely to be used to commit an offence or cause personal injury.
- tobacco or cigarette papers
- fireworks
- pornographic material

If an item is found which may indicate a safeguarding risk, in line with Keeping Children Safe in Education, the Child Protection Policy will be referred to and processes followed. This will be in consultation with the DSL.

If a pupil is not willing to cooperate, they may be sanctioned in line with the school's behaviour policy.

Appendix A

Behaviour Support Plan

Violence to staff level (0-10)		Damage to property level (0-10)	
Frequency (0-10)		Frequency (0-10)	
Violence to peers level (0-10)		Risk of absconding level (0-10)	
Frequency (0-10)		Frequency (0-10)	

0 = no risk 10 = significant risk

Medical Issues:

Target Behaviours:

Planned response to appropriate behaviours including strengths and praise points:

Triggers:

Preferred supportive strategies and de-escalation techniques:

	Verbal advice and support		Distraction (give details below)
	Reassurance		Time up/countdown
	CALM stance/taking		Timeout (give details below)
	Negotiation		Withdrawal
	Choices (Max 2)		Transfer adult
	Humour		Success reminder
	Consequences	Details:	

	Planned ignoring
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Description of behaviours:

Identification of Risk

Describe the risk	
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Is the risk potential or actual?	
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Who is affected by the risk?	
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How often does it occur?	
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Who is likely to be injured?	
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Additional Information:

Appendix B

Safety Plan



Name

Year Group

Teacher

Ratio

Named Support

Start Date:		Adaptions completed	
SEND		EAL	
EHCP		Agency Involvement	
LAC		Medical	

Situation	Support (in conjunction with IEP / EHC)	Owner	Completed by
	•		
	•		
	•		
	•		

Reviewed weekly in Senior Leadership Meeting

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Timetable of support

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00am					
9.50 – 10am					
10					
10.45					
11.00					
11.50am					
1pm					
1.45 pm					

2.00					
2.30					
3pm					

Timetable amended 10.01.2024

Appendix C

Positive Handling Plan

Name		Class	
Staff involved in this plan		Outside Agencies	

Date of plan	
Date of review	

Timescales

Environment and Triggers			
Behaviours Observed			
Defiance	Ignoring adults	Swearing	Destroying property
Violence towards adults	Violence towards children	Destroying work	Banging/ distracting behaviours
Refusal to be removed	Running	Hiding	Name calling
Climbing/unsafe behaviour			
Prevention and Support			
•			

Risk:		
Low	Medium	High

*Parents in the building to minimise the risk and for removal if required.

De-escalation:		
	Try	Avoid
Verbal advice and support		
Firm clear directions		
Negotiation		
Limited choices		
Distraction		
Diversion		
Reassurance		
Planned ignoring		
Withdrawal offered		
Withdrawal directed		
Change adult		
Humour		
Reminders about consequences		

Physical Interventions:		
	Try	Avoid
Help hug		
Caring C's		
Cradle hug		
Standing wrap		

Appendix D

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 E

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?

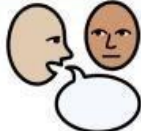
Appendix F



I'm running slow



drink



talk to an adult



take a break



walk



I need to stop



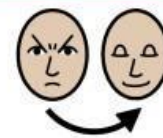
walk away
go to safe space



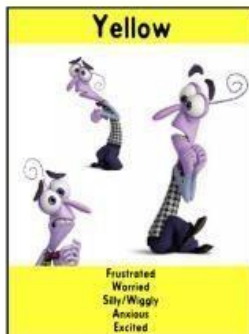
find an adult



deep breaths



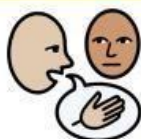
calm down activity



I need to be careful



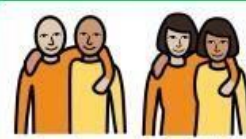
use my breathing
strategies



ask for help



be a leader



help a friend



use calming strategies



take some time to
think and reset



work hard



have fun



I'm good to go



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

- 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.

Restorative conversations

- 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?