



Hawthorn Primary School

Positive Relationships Policy (Behaviour and Discipline)



**'Where Every
Child Matters'**

This Policy is supported by the Hawthorn Primary School 'Useful Strategies for Promoting Positive Behaviour' Document

Aims and expectations

At Hawthorn Primary, one of our core aims is to ensure that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. We adopt a positive approach to managing behaviour and this is a whole school approach. Our approach is mirrored on the Paul Dix – 'When the adults change, everything changes' model.

The school has 3 rules and these form the basis of our expectations for everything we do, including behaviour. Our approach to behaviour focuses on what the children should do rather than rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Hawthorn Primary School Rules

1. Be Ready
2. Be Respectful
3. Be Responsible

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school uses a Positive Behaviour Support approach to the maintaining of discipline, and rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, and to understand challenging behaviour. It is built on the principle that all behaviour is reasonable, rational and understandable and that a route cause always exists (medical, habitual & self-reinforcing, or to meet a need, want or desire). Staff and learners are helped to understand these process through professional learning and activities within the classroom.

At Hawthorn Primary we believe that all staff, both teaching and non-teaching, are responsible for the positive ethos of the school. We aim to ensure that every pupil comes to school knowing that they will be welcomed into a happy and secure learning environment. Teachers discuss the school rules with the children and they are displayed in every classroom. They also may be referred to during JIGSAW activities or circle time type sessions.

Modelling Desired Behaviour – Visible Consistency

Children learn from the behaviours they see and experience around them, making it very important for adults to always demonstrate in themselves the behaviours that they expect from children. In school, this is particularly important in terms of behaviours like respect, concern, compromise, fairness, apologising and accepting apologies, acknowledging mistakes, resolving difficulties fairly and amicably, and so on.

Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. Staff avoid communicating these feelings to the child/ren and at school will work hard to keep responses low key and matter of fact. This encourages a calm and logical, rather than heated and emotional, response.

Public Praise/Private Criticism

Public acknowledgement of positive behaviour and individual success can be very powerful in a positive way. Similarly, public criticism of negative behaviour, or correction in public, can often be very damaging. Usually, drawing any attention to negative behaviour should be as private as possible; lowering a child's self-esteem (making them feel inadequate or at all foolish especially in front of others) is likely to increase misbehaviour, if not now, then later.

In the classroom, adults will always seek to come close to a pupil to speak to them quietly, avoiding drawing attention to negative behaviour in front of other children or loudly across the classroom. In this way the behaviour is still pointed out, but the child is given privacy and time to reflect on choices they made and to think for themselves about what they might do differently moving forward.

Being consistent and clear

Children need for their world to be as reliable as possible. When adults act consistently and reliably, they help children understand where the behaviour boundaries are and makes them feel safer and less anxious. This in turn will make it less likely that events will trigger negative behaviour.

Adopting a Growth Mindset

An individual's 'mindset' is now recognised as key to achievement and success in all walks of life, including in education. The idea that we have either a fixed or growth mindset has developed out of decades of research by leading psychologist Professor Carol Dweck and helps to explain what is required for improved resilience, behaviour and achievement.

It is important that children relish challenges, embrace their mistakes as part of the learning process, value the importance of effort, respond carefully to feedback and take inspiration from others. This will help them to achieve well, not only at school but also in their future lives as adults.

We know that in order to fulfil their potential and encourage children to become confident and resilient learners we, as a team of parents/carers and staff, need to be modelling the

mindset of a learner who is not afraid of making mistakes but who thrives upon them, knowing that this is all part of the learning process. The way in which we encourage children to learn and explore is vital to their success, not only at school but at home as well.

Central to this attitude and approach to learning, are the theories and proven evidence of Growth Mindset. In Professor Carol Dweck's research, the characteristics of learners with a fixed and a growth mindset have been identified as follows:

Key aspects of growth mindset that we apply at Hawthorn include:

- Celebrating mistakes and learning from them;
- Never giving up – perseverance is necessary to succeed;
- Collaborating to learn from each other;
- Seeking inspiration but not comparing ourselves to others;
- Challenging ourselves, taking risks and continuously improving our performance;
- Remembering that our brains are making new connections and growing all the time

Demonstrating positive behaviours

Negative behaviour is easy to spot. It is disruptive and often noisy and stands out in a crowd, making it obvious and giving adults a prompt to respond. Positive behaviour is what we expect and is practiced by the majority of children most of the time, making it much less obvious and also less likely to receive attention. However, as reward and recognition strategies demonstrate, positive praise is an incredibly powerful motivator for children to behave well.

To provide a prompt for adults, to help them respond to children's positive behaviour, what follows is a (non-exhaustive) list showing how children might demonstrate positive behaviours:

- Being polite
- Saying 'please' and 'thank you'
- Holding a door open for someone else or letting them pass first
- Taking turns and waiting for others
- Moving quickly, quietly and without fuss (e.g. into the class or to the dining table)
- Making eye contact quickly and quietly when asked to listen
- Paying attention
- Sitting still when required (e.g. in assembly or at a performance)
- Responding when asked (e.g. to start class work, homework, or to eat tea)
- Treating books, equipment, belongings carefully
- Following instructions at the first time of asking
- Keeping books, work, possessions, their room, etc tidy
- Keeping themselves and their physical appearance clean, smart and/or tidy
- Tidying and clearing up
- Moving from one task to another without reminders
- Working very hard at something
- Taking a lot of care or giving something a lot of thought (e.g. work or a present)
- Contributing in discussions (willing to answer questions or talk about a subject)
- Asking for help when they need it

- Keeping calm in a difficult situation
- Being a good friend
- Working well with classmates or siblings
- Listening and acknowledging someone else's point of view
- Finding things to occupy themselves (especially once one task is done)
- Speaking up on behalf of another person (perhaps if they are being bullied)
- Sharing concerns with an adult
- Being prepared to try something new or difficult
- Performing in front of others or speaking up in front of a large group
- Asking to borrow something without just taking
- Sharing (equipment, books, toys as well as games)
- Encouraging others to join in or befriending in other ways
- Doing classroom jobs or household chores willingly and well
- Offering to help without being asked

De-escalation tactics and phrases

Sometimes when children display negative behaviour, they will initially be so upset or emotionally distressed, that action needs to be taken to calm the situation before you can begin to address the behaviour itself.

Here is the script (with guidance) that experts in behaviour management suggest will help (and that teachers at Hawthorn use), when that happens:

- Use the child's name when you begin to speak to them - it addresses them and shows them that they have your full attention and that you mean to sort the situation out for and with them.
- "I can see something is wrong" – a phrase like this acknowledges their feelings and helps to reduce the emotion so that you can move on to a more logical conversation.
- "I am here to help you" – a phrase like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note that while this is important and is most likely to address the issue effectively, it may still be necessary for the adult to issue a consequence so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).
- "Talk and I will listen" - this tactic provides children with a calm option to explain what's on their mind and again is most likely to address the issue that the child had/has effectively, so that the unacceptable behaviour won't be repeated in the future.
- "Come with me and we'll talk about it..." – quite often it will be useful to remove the child from their current setting, gently encouraging them to walk with you or using open arm movements to guide them to sit somewhere quiet and calm. You should always use this tactic if they're in an unsafe place (e.g. on a wall or on the roadside).

Using Language of Choice and Assertive Discipline

In disciplining children, adults are not only seeking to stop an immediate undesirable behaviour, but also to teach them about the impact of their behaviour on themselves and others, and about the power of their own choice. This helps them learn how to

avoid the undesirable behaviour (and so also the undesirable consequence) for the longer term.

Using 'language of choice' is in contrast to using 'language of demand'. If you demand something of someone, for example "If you don't stop talking now, you'll get a 'time out'!" you are directly prompting one of two natural responses, which is either to:

- a) Resist the demand (and create conflict)
- b) Accede/Give in to the demand (and lose face)

Instead, language of choice places responsibility for behaviour with the child, for example, "If you choose to interrupt again while I am explaining this you will have to receive a 'time out'. Think about making the right choice. Thank you!" Crucially, this approach bypasses the natural instinct to resist, that can more easily occur when we are simply told what to do, while still leaving the option of a consequence open if the child does not make the right choice.

Given below are sample scripts giving the sort of language and guidance that teaching staff at Hawthorn have been trained to adopt. Although Scripts 1, 2 and 3 naturally escalate (so if Script 1 fails to have the desired effect you would tend to step up to Script 2, and so on), depending on the circumstances, you might start with any of the four scripts. You would also, of course, need to amend the name and detail to suit each occasion.

Script 1: Statement of Reality (i.e. simply tell them what you see)

"Fred, you're... (e.g. running in the corridor/tapping your pencil on the desk/talking when I'm speaking...)"

Use a firm but calm voice. This helps to show that you mean business but in a non-confrontational way that might otherwise lead to a defensive response.

Don't ask 'why?' they are doing what they're doing – It's confrontational and you don't need to know why. They just need to know that you've noticed it.

After hearing the statement of reality many children will quickly change their behaviour without the need to take the script any further or without attracting a consequence.

Remember to give them 'take up time' to think about their behaviour and respond. It may even be desirable to deal with another task or child, to temporarily divert attention away from them, and allow sufficient space and take-up time.

When they are demonstrating a positive change make sure to acknowledge that with praise:

"Thank you Fred for... (e.g. walking/putting your pencil down/listening nicely...)"
If the child's behaviour doesn't change after a reasonable take-up time, move on to Script 2 - Tell them the behaviour you want to see

“Fred, I need you to...(e.g. walk in the corridor – thank you/ put your pencil down – thank you/ listen when I am speaking – thank you)”

Be assertive and avoid starting or ending with ‘please’. Use ‘I need you to...’ and end with ‘thank you’ instead. This carries an expectation that they will do as you have asked of them and helps support the idea that your request is not optional.

If you then see a positive change in behaviour, acknowledge it with a further ‘thank you’ or with a gesture (e.g. a smile or a thumbs-up).

Should you not see a positive change in behaviour, move on to using a ‘language of choice’ in Script 3.

Script 3: Statement using Language of Choice

“Fred, you are choosing to behave this way and if you choose to continue to... (e.g. run/ tap your pencil/ speak when I’m speaking) then I will have to [consider a suitable consequence]”

You need to remain calm, without any sense of agitation or lack of control, while making it clear to the child that they are responsible for the consequences of their actions; that what has happened so far and what will follow is their choice.

Be careful to make sure that any consequence you threaten is proportionate to the behaviour, is reasonable in the circumstances and is something that you know you can and will carry through if the behaviour doesn’t change.

You may need to ignore minor secondary behaviour – stomping about, muttering, or a bit of back-chat – the most important thing is that they have made the right choice about their initial undesirable behaviour. Where appropriate, allowing a child to have the last word can help resolve or avoid further conflict and can also be valuable in helping you to role-model grown-up behaviour.

If the child chooses to do the right thing, then you must praise them for making the right choice. This will help them learn that it’s good to do the right thing and that you are pleased with their choice. Every child likes to be praised and acknowledged on the inside, even if they might not show it on the outside:

“Well done/Thank you Fred, you made the right choice”

Should the child choose not to do as you have asked, then you must follow through with the consequence that you threatened. This is very important so that the child comes to understand that you mean what you say. Failing to be consistent in carrying out consequences that you have threatened quickly undermines your authority and indicates to the child that they need not listen to your future requests for improved behaviour.

Once a consequence has been issued you should see it through. Don’t cave in to protests, remove or reduce the sanction. If good behaviour follows, then reward that

separately, but still maintain the consequence. When you are consistent in seeing through consequences, as you threatened, these scripts work!

- Script 4: Reinforce and depersonalise
“Fred, at Hawthorn we respect and listen so that everyone can learn”

Repeatedly referring to whole school expectations (i.e. 3 School rules or at home referring to family rules or expectations) can be very helpful in reminding children of an objective set of rules and values which never change.

This approach indicates that the request is fair and consistent; it is simply what has always been and what will always be expected, rather than personal ‘against’ them.

Other options for dealing with challenging behaviour

With a therapeutic approach to behaviour management, adults are always seeking to de-escalate challenging behaviour calmly so will need to be able to call on a range of techniques, depending on the situation. Additional ones (to the ones set out above) used by Hawthorn staff include:

- Limited choice e.g.
 - o “Put the pen on the table or in the box”
 - o “Talk to me here or in the playground”
 - o “Are you going to wear shoes or wellies?”
- Disempowering the behaviour e.g.
 - o “You can listen from there” [under the table]
 - o “Come and find me when you come back/feel calm”
 - o “Come over/down/in in your own time”

The Importance of Restoring a Relationship

We want our children to learn from their experiences – particularly those that result in a crisis - and to develop increasingly healthy, positive behaviour responses. It is therefore worthwhile routinely encouraging them (as appropriate in the circumstances) to use the 3Rs, just to reflect on what happened, to repair any damage (to themselves or others) and to restore (themselves and others) to their previous (or improved) good selves.

Where a response to unacceptable behaviour still leaves a lasting impact for that child or for others, it will often be necessary to take formal steps to review how to learn from mistakes and restore relationships. This can include restoring relationships with other children as well as teaching staff or other adults. It also helps the individual(s) concerned to draw a line under the matter and move on.

The process can only start when the individual(s) concerned is/are calm and ready to learn from the experience. It may take time and it may be something that an adult will have to come back to over a few hours or even days.

The aim is to demonstrate that it is very possible to learn from a negative experience; to work out what went wrong and why; to make amends; and to help avoid it happening in the future. In this respect the process is a positive one and teaching staff find that it helps to reinforce this by using a template of standard questions. Almost always, they will sit with the child/ren and work through the questions and responses with them. The questions would include any or all of the following:

- What (in your words) happened?
 - What do you think the people involved were thinking and feeling at the time?
 - Who has been affected and how?
 - How can we put right the harm?
 - What have we learned to make a different choice next time? (Next time I will...)
 - What would you like to happen next?
 - How can we make things better for _____?
 - If everything was going to be OK, what would need to happen?
 - How can you help to put this right?
 - How can we make it OK for you to go back to your lessons/activities/friends?
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- What do you think _____ might need?

We praise and reward children for good behaviour in a variety of ways:

- We congratulate children.
- We give children points, such as Dojo points, and stickers.
- We offer positive comments on work.
- Individual children are rewarded in Merit Assemblies.
- Good work can be sent to another teacher to endorse praise.
- Very good work is sent to the Headteacher, to enter into the Gold Book.
- Sometimes parents are contacted by the teacher or Headteacher to share encouraging news about good behaviour.
- Some children work within a system of individual target-setting aimed at improving behaviour.
- Our clear rules and expectations are frequently discussed in Circle Time.
- Some children participate in behaviour contract. These may involve parents.
- We try to persuade children to want positive attention, recognising that poor behaviour can sometimes be a way to gain attention, albeit negative.

Playtimes/Lunchtimes

To aid consistency and in order to promote the importance of good behaviour during these times the expectations detailed above are promoted by midday supervisors, who are also support staff.

Promoting Good Behaviour and Discipline

At HPS we seek to foster good relationships between all children, staff and parents and carers. When joining Hawthorn Primary School, a home school agreement is completed by parents/carers which outlines our mutual partnership.

The school works collaboratively with parents/carers, so that children receive consistent

messages about how to behave at home and at school. The school's positive behaviour plan is taught to every child and clearly displayed throughout the school. All staff will expect good behaviour and positive outcomes from the children. In order to achieve this we provide a broad based, relevant and universally accessible curriculum.

Rewards

Children need rewards to reinforce good behaviour and promote self-esteem. This leads to success in school. The emphasis of this policy is based upon a positive approach to behaviour.

The rewards that the children will receive are as follows:

- Regular verbal praise for good work and behaviour and reinforced by learner and good behaviour
- Positive and helpful written feedback
- Positive feedback to parents
- A weekly assembly celebrating academic or personal success
- Individual class rewards, e.g raffle tickets
- Class points leading to extra time at playtimes or lunchtimes

Individual Behaviour Plan

A small minority of pupils may not be willing or able to comply with school / class rules to the same extent as other pupils. For these pupils, it may be necessary to devise an Individual Behaviour Plan (IBP). This is a supportive plan, where we want to support the pupil towards behaving in a more appropriate and acceptable way. Before any IBP is initiated, a member of the schools' senior leadership team will liaise carefully with both the class teacher and pupil and ensure the plan is shared and explained carefully to parents.

Further action

Whilst for many children these sanctions in themselves are sufficient, there are some children for whom further action may be necessary. The very last resort, when all else fails, is for the child to receive a fixed term of exclusion. This is considered after the range of alternative strategies set out have been tried and have failed or as a result of extreme negative behaviour.

Reasons for exclusion could include, but is not limited to:

- Constant and/or serious breaches of the school rules
- In response to serious breaches of the school's behaviour policy
- If allowing a child to remain in school would harm the education or welfare of the pupil or others in the school.

The use of fixed term exclusion is the final sanction available and is only carried out by the Head teacher when all other options have been exhausted. When children are causing considerable concern a Pastoral Support Plan may be drawn up. This is compiled after seeking advice through a multi-disciplinary meeting. When a child is exhibiting aggressive behaviours which endanger the safety of others, we may need to restrain that child for his/her own safety and that of others.

In these instances we use positive handling techniques as suggested by the local authorities'

Behaviour Support Team. All staff members are trained in Positive Handling and should we foresee a need for this we will work in partnership with parents and the Behavioural Support Team to create a positive handling plan.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear of bullying by others (please see the Anti Bullying Policy).

The role of the class teacher

- * It is the responsibility of class teachers to ensure that the school rules are followed in their classes, and that their classes behave in a responsible manner during lesson time and at playtimes.
- * The class teachers in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.
- * The class teacher treats each child fairly, and ensures that they follow the school rules consistently. The teachers treat all children in their classes with respect and understanding.
- * If a child displays challenging behaviour repeatedly in class, the class teacher keeps a record of all such incidents; these may also be recorded using My Concern. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if this continues, the class teacher seeks help and advice from the leadership team, ALNCo or Head-teacher.
- * The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- * The class teacher reports to parents about the progress of each child in their class, through parent meetings and reports. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- * Any Race, Gender, Transgender, Religion or Belief, Disability or Sexual Orientation remarks are dealt with in accordance with our Strategic Equality Plan.

The role of the Headteacher

- * It is the responsibility of the headteacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- * The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- * The headteacher keeps records of all reported serious incidents of challenging behaviour.
- * The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of challenging behaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified, (see below).
- * The following represents an agreed stage response towards serious incidents of bullying, and to other serious incidents of unacceptable behaviour:

1. The Head-teacher or a nominated delegate will discuss the incident with the bully(ies) and victim(s) individually and then together. He will take notes of what is said, using, when appropriate, the children's own words. Class teacher will be informed of the outcome. If appropriate, parents will also be informed.

2. Parents and teacher/head will discuss ways of dealing with the situation. Parents will be reminded that further incidents could result in a period of temporary exclusion or suspension from school for a period of time. The ultimate sanction is permanent exclusion.

The role of parents

* The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

* We explain the school rules in the school prospectus and website, and we expect parents to read them and support them.

* We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

* When the school has to use sanctions, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher. If these discussions cannot resolve the problem, parents may seek to speak to the Chair of Governors.

The role of governors

* The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

* The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues.

* The headteacher must take this into account when making decisions about matters of behaviour.

Monitoring and review

* The headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

* The school keeps a variety of records concerning incidents of misbehaviour. The class teacher may record minor classroom incidents. The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

* It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

* The governing body reviews this policy every two years. The governors may, however, review the policy sooner if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.