

The
Hawthorns
Primary School

Behaviour Management Policy

Agreed and Adopted by the Governing Body on: 9th May 2023

Signed: D Nnabuike

The policy will be formally reviewed on: May 2026

Behaviour Management Policy

At Hawthorns Primary School our core principles for behaviour are that:

- All adults manage the behaviour and expectations of pupils. This ensures that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity
- Everyone ensures the systematic and consistent management of behaviour by setting clear boundaries and following school policy
- The pupils feel safe and develop their ability to assess and manage risk appropriately and to keep themselves safe
- A collegiate positive ethos in the school supports appropriate behaviours
- Behaviour is seen as a form of communication and the underlying causes of inappropriate behaviour are investigated leading to an appropriate consequence or action

Aims

- To respect individuals' rights and responsibilities
- To value each child as an individual
- To encourage children to think about and discuss moral issues openly so that they feel confident when expressing an opinion
- To encourage children to develop qualities such as mutual respect and tolerance for one another
- To understand that rules of behaviour are upheld to enable learning to take place
- Children know the clearly stated boundaries of acceptable behaviour
- To maintain good communication between home and school in relation to behaviour.
- To understand that each child has differing needs and will react to others accordingly.

Rules, values and expectations of behaviour

'The Hawthorns Code' (see *Appendix 1*) is a statement of core values agreed and approved by all stakeholders. The Code encourages the use of the words; Respect, Rights and Responsibilities when talking about behaviour.

Children will be reminded of 'The Hawthorns Code' in assemblies at the beginning of each half term with a particular focus on one aspect.

Appropriate Attitudes and life skills are reinforced through the teaching of Aspirational Qualities. Appendix 2.

Class Management

At the beginning of each school year, *'The Hawthorns Code'* will be discussed in each class to remind children of values such as appreciating effort, respecting the viewpoint of others, encouraging good work habits and appropriate behaviour.

Rules of behaviour for each class and team are negotiated through discussion led by class teachers. The rules are signed and clearly displayed in large print for all staff and pupils to follow.

Children will be reminded about the Home/School Agreement they signed at the beginning of school or KS2. (see *Appendix 3a and 3b*).

Playground Management

The playground arrangements, with rotas, are displayed in each area of the school. At the start of a new year these are read out to the children, discussed and explained. When necessary, throughout each term, they are referred to again as reinforcement. The lunchtime controllers are familiar with these arrangements and always report serious incidents to the class teacher and if necessary in accordance with the Behaviour Management Structure (*Refer to Appendix 4*).

Lunchtime Team

The lunchtime controllers, their supervisor and a member of the Senior Leadership team (SLT) meet twice a term to discuss relevant issues. An agenda and minutes are produced for these meetings.

Playground Friends (for all children)

The team of Playground Friends consists of Year 6 children who are trained to help other children to have happy and safe playtimes. Their role on the playgrounds includes teaching children games, being a 'listening ear' for children who are having friendship problems or are feeling lonely and to report any serious problems to teachers or lunchtime controllers on duty.

This may include using a Peer Mediation process to support children in resolving their own conflicts. Peer mediation is effective in changing the way pupils understand and resolve conflict in their lives. Changes include improved self-esteem, listening and critical thinking skills, and a positive school climate for learning, as well as reduced disciplinary actions and less fights. These skills are transferable outside of the classroom. Types of problems may include: rumour and gossip, relationship problems, classroom or extracurricular disputes.

Playground friends act as a role model for the younger children and are recognisable by wearing red caps.

Playground Friends are selected from Year 5 in the Spring/Summer terms and undergo training by qualified members of staff before shadowing the previous year's groups. They will then take over the role in the September of the next academic year.

Circle Time

Circle time can be used as an effective way of resolving a number of behavioural issues and is an important part of the PSHE curriculum.

Dealing with conflicts

The use of positive language and consistent expectations of behaviour from all staff keeps situations of conflict to a minimum. Good behaviour is encouraged by praise and rewards and good behaviour is recognised and highlighted to all children. Children are encouraged to resolve conflicts by listening respectfully to each other. (*Appendix 5. The Restorative Approach*).

Prejudice or Hate-Related Incidents

With due regard for the principles of the Equality Act 2010 we take all such incidents seriously. Parents are always informed if their children are involved and if appropriate actions may result under the Prevent Policy. Issues will be addressed immediately in PSHE lessons in relevant year groups.

Rewards

Positive aspects of behaviour are emphasised and a wide range of rewards are accessible to all pupils.

Each class or team may have its own individual system of rewards. These may include stickers and certificates, which are used for motivating good working habits, praising good work and rewarding children for attitudes of behaviour such as being helpful, kind, considerate or polite. There is a whole school house point system and also the Headteacher's Award, which is given out in assemblies to one child from every class every week to reward a high standard of work or behaviour.

In addition, in order to promote the Aspirational Qualities, pupils will be recognised for demonstrating a particular quality in their behaviour or learning in whole school assemblies.

Parents are informed of significant progress made in work and behaviour.

Sanctions

Alongside reward systems, sanctions are in place to deal with incidents of unacceptable behaviour in the classroom or in the playground.

Examples of unacceptable behaviour:

- Disruptive behaviour in the classroom
- Racial harassment – *refer to Equal Opportunities Policy*
- Anti-social behaviour: bullying (*refer to Appendix 6*), fighting, swearing, stealing, spitting etc.

Pupils are made aware of the distinction between sanctions for minor and more serious misbehaviour and they are applied fairly and consistently. Most forms of misbehaviour are minor and are therefore dealt with by the class teacher. A warning will precede a sanction and a record of minor misbehaviour will be cleared at the end of a day. However, children who persist in misbehaviour frequently in one day, or over a number of days, will be sent to a member of the Senior Leadership Team (SLT).

Sanctions used at Hawthorns

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard
- The writing of apologies
- Missing playtime at break or lunch
- Confiscation of inappropriate items
- Being sent to work in another class (by agreement with that teacher)
- Sanctions at home agreed with parents
- A child may be assigned a Behaviour Record by their teacher for a set period of time as a means of reporting his/her behaviour on a daily basis to keep parents informed and involved.
- Behaviour mentoring by one of the Senior Leadership Team
- In extreme cases only, temporary or permanent exclusion.

Staff record details of serious behaviour incidents in the Behaviour Log Book. The log book is a hard bound record book where each incident is numbered, dated, signed and any witness statements will be attached. Parents will be informed if their child is

recorded in this book. The Behaviour log book is stored in the headteacher's pigeon hole within the staff room.

The Behaviour log book will be regularly monitored by the headteacher as part of the school's self-evaluation process and a summary report will be reported to the Governors. The analysis report will identify numbers of incidents, which year groups, involvement of SEN pupils and will give a breakdown which involved bullying (including cyber bullying) and prejudice or hate-related incidents.

Bullying incidents will be recorded in the Bullying Incident Book and kept in the Headteacher's office.

Physical Intervention

Staff can intervene with any pupil to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. Refer to the Care, Control and Physical Intervention policy. Some staff are Team Teach trained to restrain pupils where needed.

Behaviour Management of SEN pupils

Consistently poor behaviour may require action through the SEN system of referral.

We use an inclusive positive approach to meeting emotional and behaviour needs for SEN pupils.

Behavioural management is based on an individualised approach using different strategies:

- Observation and recording of behaviour patterns.
- A behaviour plan or as part of a SEN support plan
- Implementing a structured visual approach of motivators/rewards etc. to encourage good behaviour.
- A visual approach of what triggers certain feelings and how to deal with these emotions e.g. What makes me Angry? This includes agreed actions with the pupil about what to do if they experience emotions that lead to unwanted behaviours.
- De-escalation by defusing anger at the point at which the early warning signs of an angry outburst are identified for example by the use of calming techniques or time in the Nurture Room.
- Very occasionally, there will be times when all appropriate measures are in place to reduce the probability of an outburst, and we as staff need to step in when a child is a danger to themselves or to others. This is when we would use a Team Teach approach (safe handling/restraint), which is carried out by staff members who have received training. The pupil would be escorted by two members of staff to the Nurture Room to calm them down. Only when they have regained control of their emotions and are ready to go back into class, will they be allowed. Parents are always informed if this action has had to be taken with their child.

The school would plan to have staff who have undertaken Team Teach training in the vicinity of a child who may need this intervention. However, as a duty of care all staff have the right to intervene, where not doing so will result in harm to the child, themselves or others. (See Care, Control and Physical Intervention Policy)

Communication with Parents/Carers.

Communication to parents/carers concerning the behaviour of their child should be held in a discreet manner and all information kept in confidence.

Early Years Foundation Stage

The behaviour management policy takes into consideration the child's stage of development, social skills and school experience. Therefore, in managing behaviour in the Early Years Foundation Stage we:

- Value each child as an individual and take account of their stage of development.
- Allow for a period of learning and understanding of rules, expectations and routines.
- Promote, acknowledge, praise and model good behaviour.
- Set clear expectations and age appropriate sanctions on an individual basis.
- Will record Serious Incidents in line with the whole school policy.
- Put in place strategies to support and improve behaviour.
- Communicate behaviour incidents to the parents and keep them informed.
- Introduce children to a conflict resolution approach.

Malicious Accusations Against School Staff

Pupils that are found to have made malicious allegations against staff will have breached the aims and expectations of this policy. This will be taken very seriously and will incur an appropriate sanction in relation to the nature of the accusation, see page 4. This may include exclusion.

Disruptive behaviour away from school premises

The Head teacher has the power to regulate pupils' behaviour whilst off school premises if this is reasonable. This includes disruptive behaviour from pupils on their way to and from school and for behaviour outside the school, not on school business, particularly if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole, or if it is deemed to be damaging to the reputation of the school.

Disruptive behaviour away from the school premises includes the inappropriate use of social media or other use of the internet (For example snapchat, whatsapp, facebook, skype, Instagram, on-line gaming chat rooms etc) to cause harm, upset or bullying to groups or individuals (staff or pupils) or to bring the school reputation into disrepute.

Although the school can regulate misbehaviour off the school premises, the school can only give sanctions when the pupil is on the school site or under the control of a member of staff, for example, on a school trip.

Management of this policy

This policy is a statutory policy required by law and has been determined to be reviewed by the schools governing body every three years.

This policy will be published on the school website and be publicised, in writing, to staff, parents and pupils annually in September. This Behaviour policy acknowledges the school legal duties under the Equality Act 2010 and those in respect of safeguarding and supporting pupils with special educational needs.

References

- Legislation- Section 88 of the Education and Inspections Act 2006 requires every Governing Body to ensure that its school pursues policies designed to promote good behaviour and discipline among pupils.
- Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015. Schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

- Special educational needs and disability code of practice: 0 to 25 years 2014
- Equality Act 2010
- EYFS Statutory Framework 2017
- Keeping children safe in education. Sept 2016
- DFE (policy) Children outside mainstream education (alternative provisions). Sept 2015
- DFE (guidance) Behaviour and discipline in schools: guide for Governing Bodies. Sept 2015
- DFE (guidance) Behaviour and discipline in schools guidance. Jan 2016
- DFE (policy) School behaviour and attendance: parental responsibility measures. Jan 2017

School Policies

- Attendance policy
- Home School Agreement
- Care, Control and Physical Intervention Policy
- SEN Policy
- The Prevent Policy
- Safeguarding Policy
- ‘All in One’ E-Safety Policy
- Equality Objectives Policy

The Hawthorns Code

- 1. Right:** to have fun learning in a pleasant, welcoming atmosphere

Responsibility: to make sure that we as a school community take responsibility for our learning and are friendly to everyone

- 2. Right:** to feel good about ourselves; to feel safe and never be afraid

Responsibility: to make sure that we play sensibly, we include others and are zero tolerant towards bullying

- 3. Right:** for each child to be respected regardless of age, gender, race, disability etc.

Responsibility: to be helpful, polite and show respect for the feelings and opinions of others

- 4. Right:** to have the freedom to play with whoever we choose and to know who to turn to if we have problems

Responsibility: to play co-operatively and to sort out our problems and still be friends

- 5. Right:** to learn in a clean, aesthetically pleasing and cared for environment

Responsibility: to respect our school environment by taking care of property and by caring for the wildlife in our school grounds

When children leave school, will they be able to know everything they need to succeed?

The Hawthorns School aims to give our children the reading, writing, maths, ICT and science skills needed to be competitive in the high-tech workforce of the upcoming generation. They will have developed good study habits that will serve them well in further education. But are they prepared for life? We are aiming to instil in our children the attributes and skills, as well as the knowledge, which will enable them to be successful adults in today's society. Skills that can be transferred across all disciplines enhance their learning and create well-rounded human beings. We have called these skills *'Aspirational Qualities'*. We feel that children (and adults!) should be constantly aspiring to develop these life skills in deeper and more sophisticated ways. We believe that the development of these qualities will be instrumental to children at the Hawthorns becoming well-rounded individuals with a healthy self-esteem and the capacity for lifelong learning.

Our Aspirational Qualities

1. **Persisting** *Keep trying!*
2. **Managing impulsivity** *Take your time!*
3. **Listening with understanding, being empathetic.** *Treat others as you would like to be treated.*
4. **Thinking flexibly: create, imagine, innovate** *Be imaginative!*
5. **Thinking about thinking (metacognition)** *Time to think*
6. **Striving for accuracy** *Do your best!*
7. **Questioning** *Ask questions*
8. **Thinking and communicating clearly** *Be clear about what you're saying*
9. **Gathering data through the senses; using and applying knowledge** *Learn from all experiences!*
10. **Responding with wonderment and awe** *Find wonder in the world.*
11. **Taking responsible risks** *Don't be afraid to try!*
12. **Thinking interdependently** *Work together!*
13. **Well-balanced** *Work, rest, play!*
14. **Finding humour** *Laugh a little!*

These qualities are beautifully illustrated by stunning photographs which are on display throughout the school as a reminder to the whole school community, and are also becoming fully integrated into lessons and all of school life.



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**THE HAWTHORNS PRIMARY SCHOOL
HOME/SCHOOL AGREEMENT
(EYFS/KS1 Version)**

**PLEASE RETAIN ONE SIGNED COPY FOR HOME AND RETURN THE SECOND
SIGNED COPY TO SCHOOL**

Pupil's Name:

The School's Agreement

The School aims to:

- Create a safe and happy environment.
- Encourage your child to do their best at all times.
- Ensure that your child is well taught and that their needs are met.
- Encourage your child to develop a sense of responsibility and to be considerate to others.
- Keep you informed of your child's progress and welfare.
- Communicate promptly in the event of an emergency.
- Implement all policies fairly.
- Be welcoming and offer you opportunities to become involved in school life.

Ms R Razeghi
Headteacher

The Parent/Guardian's Agreement

I/we aim to:

- Ensure that my child comes to school regularly and on time and is collected on time, avoiding absences during term times.
- Inform the school promptly of my child's absence.
- Inform the school of any circumstances which might affect my child's work or behaviour.
- Support my child with their homework e.g. read with them regularly.
- Ensure that my child wears school uniform.
- Attend parents' evenings and discussions about my child's progress.
- Support school policies and rules, including those on behaviour.
- Read the e-Safety newsletter and help my child understand and follow the school's online agreement.
- Am aware of the school's responsibilities in regards to safeguarding procedures through the publication of the school's Safeguarding Policy on the school's website.
- Send my child to school fully equipped with reading book, water bottle and PE Kit.

The Pupil's Agreement

- I will try to get ready quickly for school.
- I will try to remember my reading book, water bottle and my P.E. Bag.
- I will try hard with all my work.
- I will help to keep our school clean and tidy.
- I will try to be kind, friendly and helpful.
- I will remember to ask my teacher if I need help.
- I will follow the school's internet safety rules.

Pupil to write/sign name here:

Appendix 3b



The
Hawthorns
Primary School

THE HAWTHORNS PRIMARY SCHOOL HOME/SCHOOL AGREEMENT (KS2 Version)

PLEASE RETAIN ONE SIGNED COPY FOR HOME AND RETURN THE SECOND SIGNED COPY TO SCHOOL

Pupil's Name:

The School's Agreement

The School aims to:

- Create a safe and happy environment.
- Encourage your child to do their best at all times.
- Ensure that your child is well taught and that their needs are met.
- Encourage your child to develop a sense of responsibility and to be considerate to others.
- Keep you informed of your child's progress and welfare.
- Communicate promptly in the event of an emergency.
- Implement all policies fairly.
- Be welcoming and offer you opportunities to become involved in school life.

Ms R Razeghi
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- Inform the school of any circumstances which might affect my child's work or behaviour.
- Support my child with their homework e.g. read with them regularly.
- Ensure that my child wears school uniform.
- Attend parents' evenings and discussions about my child's progress.
- Support school policies and rules, including those on behaviour.
- Read the e-Safety newsletter and help my child understand and follow the school's online agreement.
- Am aware of the school's responsibilities in regards to safeguarding procedures through the publication of the school's Safeguarding Policy on the school's website.
- Send my child to school fully equipped with reading book, water bottle and PE Kit.

The Pupil's Agreement

I aim to:

- Attend school regularly and on time.
- Bring everything I need to school each day.
- Wear the correct school uniform.
- Look after my belongings in school.
- Do all my classwork and homework as well as I can.
- Be polite and helpful to others.
- Take care of school equipment and keep the school clean and tidy.
- Follow the school and class rules.
- Treat others with respect and consideration at all times.
- Take responsibility for my own learning.
- Follow the school's internet safety and respectful use rules.

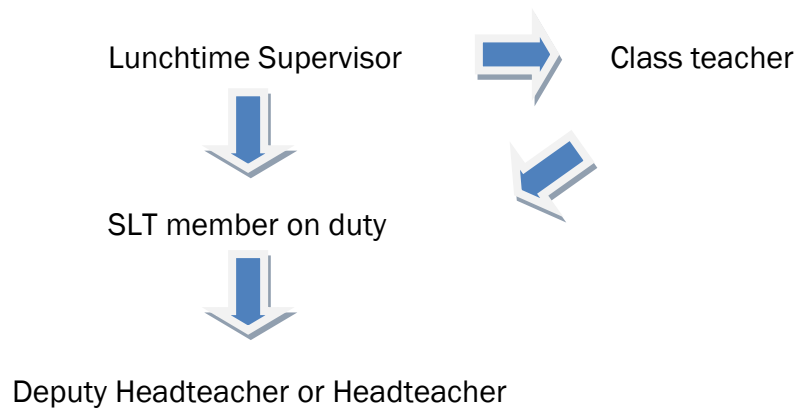
Pupil to sign name here:

Appendix 4

Lunchtime Behaviour Management Structure

Please always report any misbehaviour or incidents to children's class teachers.

However, when dealing with incidents which are more serious please follow the structure below depending on the severity of the incident:



Appendix 5

The Restorative Approach

At Hawthorns Primary School we adopt the principles of The Restorative Approach; an approach to negative, inappropriate behaviour which puts repairing harm done to relationships and people at the centre of our focus. Everyone involved in an incident is taken through the 5 stages of the Restorative Approach and is therefore supported in coming to understand the harm that has been caused to all parties. This enables pupils to appreciate the consequences of inappropriate behaviour and take responsibility for how they conduct themselves.

The 5 stages are:

What happened? Drawing out each person's story one at a time.

What do you think and feel about that? What each person was thinking at the time, before and since.

Who has been affected and how? Who has been harmed/affected and how?

What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What agreement can we reach about the future? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation in their own way. All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

Encouraging Tell me some more about that?
And earlier you said....

Acknowledging That sounds important;
That sounds like that was difficult for you... (Also *body language i.e. nodding*)

Checking So did I hear you say....
Am I right in thinking.....

Clarification Can you help me understand that more...

Active Listening Skills

Reflecting So you.....
(Repeating back last few words)

Affirmation Thanks for telling me that; I appreciate you talking about this with me

Summarising So there seem to be several things bothering you

Empathy It's understandable that you are worried / upset about this; sounds tough:

This approach will be used in both conflicts between children and when a child has been disruptive in lessons or disobeyed adult instructions.

Appendix 6

Anti-Bullying Policy

This school takes a proactive approach to educating children about bullying, **everyone** has a responsibility to tell someone if they believe someone is being bullied. The children take part in an annual Anti-Bullying week and bullying is regularly discussed in PSHE lessons and circle time. Discussion on bullying will also include education on how to deal with cyber bullying.(refer to the school's 'All in one' e-safety policy)

Bully: a person or group persistently behaving in a way which does not recognise or meet the needs and rights of the other people/person who are harmed by the behaviour (This could be to meet the need for excitement, status, material gain or group process).

Victim: a person or group that is harmed by the behaviour of others and who does not have the resources, status, skill or ability to counteract or stop the harmful behaviour.

BULLYING IS NOT A 'ONE OFF' ACT, NO MATTER HOW SERIOUS.

Bullying - What is bullying?

- * it is deliberately hurtful behaviour
- * it is repeated often over a period of time
- * it is difficult for those being bullied to defend themselves.

The particular acts become bullying when exercised through power rather than an exchange between equals.

Bullying - takes many forms

- * physical - hitting, kicking, taking belongings, threats
- * verbal - name-calling, insults, teasing, sexist, racial remarks
- * indirect - spreading nasty stories (written and verbal), rumours, about someone, adopting an attitude that excludes someone from social groups
- * Cyber bullying- **the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.**
- * Extortion

Reasons for challenging bullying behaviour

- * **The safety and happiness of pupils should be paramount.**
When pupils are bullied, their lives are made miserable. They may suffer injury. They may be unhappy about coming to school. Over time they are likely to lose self-confidence and self-esteem. Some may 'blame' themselves for 'inviting' the bullying behaviour.
- * **Educational achievement may be seriously affected.**
The unhappiness of bullied pupils is likely to affect their concentration and learning. Some children will avoid being bullied by not going to school.
- * **Providing a model for helpful behaviour should be effective.**
If children observe bullying behaviour going unchallenged, other pupils may learn that bullying is a quick, effective way of getting what they want. Those pupils who

are being bullied may interpret the school's inaction as condoning unacceptable behaviour. They will feel badly let down by adults in authority.

* **Building an ethos as an effective, caring school**

No school can claim with absolute confidence that 'there is no bullying here'. Every school has some degree of bullying, even if only slight or infrequent. Parents know this. They will be reassured by a school that can demonstrate both through its behaviour policy and by the way it is carried out, that it will respond positively and effectively to bullying.

Strategies for dealing with bullying.

Bullying of any sort is not acceptable and will be dealt with when and if it occurs. Strategies may include discussion, circle time activities, drama activities and circle of friends.

All accusations of Bullying will be recorded in a 'Bullying Incident Book' kept in the headteacher's office. The following checklist will be used when dealing with accusations of bullying:

Dealing with Accusations of Bullying Checklist

Victim:

Bullying behaviours by:

Date:

| | | |
|----|---|--|
| 1 | Record verbatim the account given by person reporting the bullying in the incident book and date. | |
| 2 | Check for prior history in the Inclusion folder and with previous class teacher. If you are the class teacher report the incident to a member of the SLT, if thought serious at this stage. | |
| 3 | Interview the victim and record what they say. Record out of ten how they are feeling about coming to school. | |
| 4 | If the person reporting this is not the parent of the victim, the victim's parent is to be contacted. The parent of the accused should be contacted at this time. | |
| 5 | Agree steps with the bully and victim which will solve the situation and share these with the person who reported it on the same day or next day. | |
| 6 | Arrange an agreed method for the victim to tell in the future. | |
| 7 | Arrange a class follow up on anti-bullying in PSHE lessons with no reference to those involved in the incident. | |
| 8 | Check in with the victim and bully weekly for as long as necessary. Each week record out of ten how the victim is feeling. | |
| 9 | Communicate with whoever reported the bullying behaviour after one week. | |
| 10 | If the bullying continues involve senior management who will contact the parents of the child showing bullying behaviours. | |
| 11 | Place this record in the Inclusion folder to be passed onto the next teacher. | |

