

Positive Behaviour and Wellbeing Policy

Hawthorn Primary School



Approved by: Safeguarding and Inclusion Committee

Last reviewed on: November 2023

Next review due by: November 2024

Our Vision

We encourage children to become part of our 'Hawthorn Family' by providing an inclusive and creative environment enriched with experiences to nurture individuals socially, emotionally and academically enabling them to develop positive relationships. We support children to work together to achieve, succeed and become the best version of themselves.

Intent

Diversity is celebrated at Hawthorn Primary School and we aim to develop a culture of success, providing opportunities for children to develop as independent and confident learners. Our school aims for all children to have a voice and feel motivated; to feel safe, secure, happy and confident. As an inclusive school, where there are barriers be they social, emotional or academic, we embrace different approaches to ensure appropriate support is in place and high-quality learning for all, free from disruption. We aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. They will build resilience, enabling them to achieve their full potential in education and develop skills that allow them to make a positive contribution to society now and in the future, while preparing for their next stage of education.

Everything we do at Hawthorn is underpinned by four drivers: effective communication, reflective thinking, aspirational individuals and active citizens. It gives the children opportunities to reflect on their behaviour while supporting the development of the whole child, promoting positive attitudes and empowering the children to become the best version of themselves. Our principal aim is to encourage high expectations and high standards of behaviour. Our values embrace honesty, trust, reliability, respect for themselves and others, care for the vulnerable members of society, regard for the environment and a kindness towards other people. At Hawthorn we believe that we provide a calm, friendly, disciplined atmosphere, in which hard work and co-operation are respected. We acknowledge that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Responsibilities

Everyone in our Hawthorn Family has an equal responsibility to:

- Understand and follow this policy.
- Develop and maintain positive relationships.
- Support pupils in understanding their own emotions and building strategies to support self-regulation.
- Ensure that everyone has high expectations for behaviour by following and holding each other accountable to our school behaviour expectations.

What our children say...

We treat each other equally

Adults working with us keep things fair – this is important to us

We work together

We try our best

Implementation

Through a Zones of Regulation approach, children are supported to recognise their own emotions and are given a range of tools to help them to self-regulate. This enables children to build on positive relationships which already exist in school.

What **ZONE** am I in?



We promote positive physical and mental wellbeing through our creative approach to the curriculum. Research shows that being outside can reduce cortisol levels by 21%, with this in mind, we endeavour to use our outdoor areas and follow the forest school approach to support self-regulation and develop positive behaviours (including resilience, high aspirations, increased self-esteem and the ability to form positive relationships) throughout by working as part of a team. This is also promoted through valuing the arts and our In Harmony programme, where all children learn an orchestral instrument. Our children thrive on the programme, where they immediately feel part of

the music community, through weekly ensemble sessions and opportunities for boosting self-esteem, teamworking skills and performing to an audience.

Expectations

Our whole school values are detailed in our Expectations document. This was produced in collaboration with our children and staff and outlines key characteristics and behaviours we expect from everyone in our Hawthorn Family. It recognises that we are a place of sanctuary for all and that everyone is welcome. We believe these key commitments are for life and will help the children develop their own sense of self, as well as respecting others and appreciating that when we come together, we are stronger. Our “Hawthorn Expectations” are displayed in every classroom, in our halls and communal areas. We regularly talk to the children about them and use them in our everyday practice. Parents/carers are encouraged to help at home by talking to their children about our expectations and what it means to be part of our Hawthorn Family.



Promoting Outstanding Behaviours for Learning

Simple routines and expectations make children feel valued members of our learning community and motivated to always try their best. We feel that the key to good behaviour is building trusting relationships with adults and ensuring teaching and learning is engaging and challenging at the appropriate level for all. We want our learning environments to nurture, inspire and motivate our children to be the best version of themselves. This is underpinned by consistent approaches by adults, well-managed classrooms and systems that make explicit what is expected of our children. We talk with our children about what makes a great learner and encourage them to build resilience and see the lessons that can be learnt from making mistakes. As well as applying consistent positive behaviour management strategies, staff will also ensure they “know the story” behind the behaviour and strive to understand the cause as a more effective tool in supporting children in need.

How We Promote Positive Behaviour

Children at Hawthorn earn learning points when they demonstrate good behaviours for learning as well having due regard for our Hawthorn Expectations and Zones of Regulation. The children can “spend” their learning points on items from a prize box or bank them to “buy” an experience, chosen by the children, e.g. cinema and popcorn afternoon, cooking activity, craft activity. Every Friday we have a celebration assembly, in which the children are recognised for their efforts. Through our daily practice, staff incorporate wellbeing and mindfulness strategies/activities and ensure children have time to practice a range of skills, to enhance their Zones of Regulation “toolkit”. This includes techniques such as yoga and mindfulness breathing. This approach ensures the children are comfortable and confident with a range of tools that they can use to support their resilience and strengthen their mental health. Essential skills that we hope they can build on throughout their lives. Staff regularly offer a check-in, check-up and check-out approach, to support pupil’s wellbeing. Additionally, staff also use the following as a way of promoting positive behaviours:

- Direct verbal praise to the children and recognition of their efforts;
- Written comments in books;
- Use of stickers to reward specific behaviour and/or successes;
- Conversations with Parents/Carers to celebrate successes;
- Sharing of good work with other staff members, including Admin Staff, Subject Leaders, Family Support Coordinator, School Business Manager, Assistant Head Teachers, Head Teacher;
- Individual reward charts, where appropriate.

Strategies to Support De-Escalation

Low-level disruption can have a detrimental impact on learning for individuals or the whole-class group. Staff at Hawthorn know the children in their classes and are able to move quickly to provide support for children requiring self-regulation strategies. This may look like:

- Remaining calm and using a modulated, low tone of voice;
- Using simple, direct language;
- Avoiding being defensive;
- Showing open, accepting body language;
- Reassuring the child and creating an outcome goal;
- Identifying any points of agreement to build a rapport;
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.
- Proximity praise (praising a child nearby who is behaving appropriately, verbally or by using Learning Points as an incentive);
- Use of visuals and reminders, e.g. our Hawthorn Expectations, Zones of Regulation;
- The use of humour (but never sarcasm) to defuse or deflect challenges;
- Staff swap option - offering another staff member that may provide a fresh face in order to help the child process the situation and move forward;
- Thinking time/time out, in an agreed space, for an agreed amount of time where the child is supported with a self-regulation activity (e.g. mindfulness tasks, breathing strategies, yoga, movement breaks etc.)
- Staff discussing the child’s difficulties with SLT/SENCo, if dysregulation is becoming a regular part of the child’s experience at school. At this stage, a Behaviour Management Plan, is likely to be the next step in supporting the child.

Please see Appendix i and ii

Responding to continued inappropriate behaviour in or out of class, violence, offensive language, major disruption to lessons

- A member of the SLT should be called for/informed;
- The member of the SLT offers time-out in a safe space to support self-regulation;
- When ready, discuss the incident with the child and explore possible causes and next steps – e.g. what can we do to put it right?
- Behaviours are logged on CPOMS and where appropriate the parent/carer is contacted;
- The member of the SLT follows up with the child and member of staff in a timely way to ensure the behaviours improve;
- Any incidents of bullying, violence or discriminatory/offensive behaviours will be dealt with swiftly and in a collaborative approach with the child/family and any other professionals, where appropriate.

Individual Behaviour Support

Some children may require additional support and teaching to enable them to develop positive behaviours and relationships. Through our Zones of Regulation approach, individual tailored sessions will be planned and offered to develop an individual Behaviour Management Plan, in collaboration with the child and Parents/Carers. Where appropriate, School/Home may decide to involve other professionals for additional support e.g. via Drawing and Talking therapy, Kalmer Counselling, or referrals to outside agencies.

Playtimes and Lunchtimes

Structured activities through our “Craze of the Week” are offered to give our children experiences that will strengthen bonds with their peers and ensure they are happy and regulated at breaktimes. Children also have access to resources and equipment during lunch times. Zones of Regulation and our Hawthorn Expectation visual prompts are visible in our outdoor areas to remind and support children in need. We have “Playground Buddies” that give peer support during break times. Staff on duty continue supporting children and any incidents of positive interactions to be celebrated or behaviours causing concern are shared with relevant staff members, e.g. class teacher, SLT where appropriate and are recorded on CPOMS.

Restorative Approach

At Hawthorn Primary School, we believe having a restorative approaches help us:

- Give everyone a voice and value what is said.
- Be attentive to, and encourage the expression of thoughts and feelings.
- Appreciate that behaviour is often a message, motivated by unmet needs.
- Seek to understand this message and the unmet needs, through non-judgemental listening.
- Give people ownership of their own problems, conflicts and decisions, encouraging collaborative problem-solving.

Good relationships matter and at Hawthorn Primary School we believe working within an Establish – Maintain – Restore (R³: Reconnect, Repair, Restore) model helps build strong relationships between adults and children. Within this model, staff are encouraged to use a range of practical strategies:

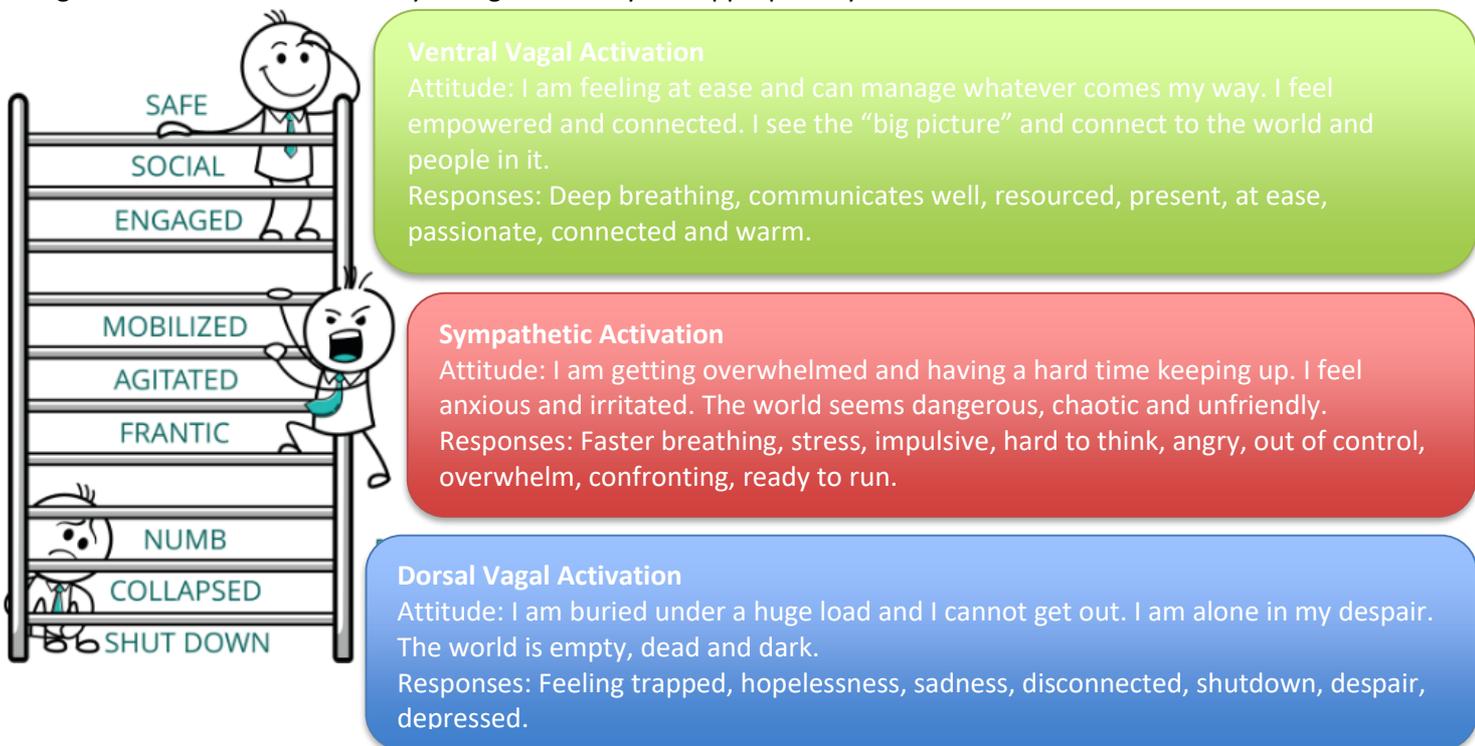
- Take responsibility for the negative interaction
- Deliver an empathy statement
- Let go of the previous incident and start fresh
- Communicate care
- Engage in mutual problem solving

Through this approach, staff support children to reflect on an incident and help problem-solve and future plan – children may produce a “tool kit” through Zones of Regulation work with a staff member that they can use in the future to support self-regulation. This is essential for a child’s development, as regulation creates resilience, flexibility, curiosity and adaptability for our children. **See Appendix iii.**

Understanding relationships and attachment, is key to being able to support our children. Ensuring we create a sense of safety, comfort, belonging and predictability, we support our children in their ability to regulate, which impacts positively on their ability to learn. How do we ensure we provide this type of environment for our children at Hawthorn Primary School?

- Highly skilled staff who know our children and how to respond and support them.
- A standard weekly timetable and a daily visual timetable in all classes.
- Staff who have an understanding of trauma and a restorative approach to supporting our children.
- Structuring unstructured times, for those children in need, i.e. “Craze of the Week” at break/lunch times.
- Language framework to support restorative conversations.
- A whole-school Zones of Regulation approach.

Polyvagal Theory – this helps us understand how we move through and cope with the world around us. Knowledge of this theory and use of the Zones of Regulation, helps support our children in using their own personal “toolkit” to navigate their emotions and ability to regulate safely and appropriately.



Making Reasonable Adjustments

We have high expectations for every child in our school. It is recognised, however, that to be truly inclusive, reasonable adjustments may be required to further support some of our vulnerable children including those who are disabled, children with SEN, including social and emotional or mental health needs, and children at risk. This may include specific training and support for staff (through involvement of outside agencies), strategy meetings and, as appropriate, personalised behaviour and reward goals to support their progress.

Our SLT, including Family Support Coordinator and SENCo, will ensure good links with home and act as a reference point for staff. We know that there are many reasons why certain behaviours can take place and we always aim to support children and help understand the picture behind a child's actions. Where there is a continued concern about a child's behaviour or wellbeing, following internal monitoring, the school will contact Parents/Carers to discuss this.

Recording using CPOMS (online monitoring system)

The CPOMS system records relevant incidents and are monitored closely by SLT. This is to help ensure a clear and accurate picture is gathered across school, and to ensure consistency in the ways in which staff support children. Using CPOMS helps us identify children whose behaviour may indicate potential social, emotional and mental health needs and possibly require additional support. Parents/Carers are always informed, when necessary, with discussions and actions recorded. Incidents recorded on CPOMS need to be concise, objective and factual. Training by our Family Support Coordinator is provided to ensure consistency using the CPOMS system.

Dealing with Child-on-Child Abuse

All staff are made aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online (cyber bullying). All staff are aware of procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. We have a zero-tolerance approach to abuse and it is never passed off as "banter", "just having a laugh", "part of growing up", or "boys will be boys" as this can lead to culture of unacceptable behaviour. We know that even if there are no reports in our school it does not mean it is not happening, if there are any concerns regarding child-on-child abuse staff should speak to the designated safeguarding leads.

All staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. We aim to address these issues through our PSHE and Family and Relationships curriculum and through being a listening school and ensuring our children always know they have someone to talk to. Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos;
- Upskirting (which is a criminal offence);
- Initiation/hazing type violence rituals.

Dealing with Violent or Offensive Behaviour

If a child is violent or offensive (homophobic, racist or discriminatory language/behaviour) towards another child or a member of staff, a member of SLT will remove the child from the classroom or the situation. This time-out will give the child time to calm down and reflect on their behaviour. During which time, a restorative approach will be taken by the adult to problem-solve with the child and discuss ways of moving forward. A record of the events will be documented on CPOMS. As well as recording the incident, Parents/Carers will be informed and a collaborative approach between home and school will take place to ensure the child held accountable for their actions and supported to make positive change. If a pattern of behaviour is identified and difficulties persist, school staff will work with Parents/Carers and may agree on an action plan to support the child, involving agencies such as:

- School Health

- Behaviour Support Services
- Educational Psychologist
- Social Services
- Children and Young People's Service (CYPS)

Positive Handling

At Hawthorn we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force. We use PHSE within the curriculum to explore and strengthen emotional responses to situations. We will only use positive handling as a last resort and strongly believe in de-escalating any incidents as they arise. Staff will be skilled in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment. Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by not using force, i.e. to prevent children from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, SLT are informed and the children's Parents/Carers will be contacted. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Exclusions

At Hawthorn, we are committed to the principles of inclusion and work extremely hard to ensure we are inclusive. The decision to exclude a child permanently is a last resort and would only be considered if all other strategies had been exhausted.

A decision to exclude a child for a fixed period will be taken only in response to serious breaches of our positive behaviour and wellbeing policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate.

Individual fixed period exclusions will be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for a pupil to reintegrate into the school afterwards. The maximum number of days for a fixed term exclusion is 45.

For any fixed term exclusion, the school will:

- Inform the parent/carer of their responsibility to ensure that their child is not present in a public place in school hours during the first days of any exclusion;
- Provide full-time education (either off the school site or in a shared provision with other schools) from the sixth day of any fixed period exclusion;
- Inform the local authority immediately of any permanent exclusion of a child.
- Reintegration meeting – to support the pupil back into school and to try to prevent the issue again.

Staff Training

All staff are included in whole-school training when it comes to wellbeing, positive behaviour strategies and work around the Zones of Regulation. Staff are also supported by our SEMH Specialist Teachers. We work with a range of outside professionals to support our knowledge and understanding of our children's social, emotional and mental health needs. Our ARP staff are supported by the Educational Psychology Service with solution-focussed sessions. They aim to develop strategies with staff that will help the children with the Social, Emotional and Mental Health Needs.

Appendix i

Questions to support children using Zones of Regulation

What is your goal right now? Would a tool help you meet it?

I need a tool to regulate my Zone, how about you?

I wonder if a tool might help us manage our Zones right now?

Let's use a tool to take care of our Zones

Let's find a _____ (colour Zone learner identifies in) tool to help you _____ (get back to the fun, follow the schedule, finish your work...)

What Zone are you in? Is there a tool that might help?

Appendix ii

30 Second Scripted Intervention...

- **I have noticed that you are** (having trouble getting started, wandering around, playing with equipment) **right now.**
- **You are finding it difficult to show our...** (relate to learning behaviours, Hawthorn Expectations)
- **To help with this, you can...** (refer to action to support behaviour e.g. move to another table, work with an adult to help with the task, use a fidget toy etc)
- **Do you remember when you?** (refer to previous positive behaviour)
- **That is who I need to see today. Thank you for listening.**

Appendix iii

Key practice: Fair Process – 3Es (Engage, Explain, Expect) toward repair

Key Principles - Preparing for a Restorative Talk

1. Be Calm
2. Be curious and have an open mind
3. Suspend judgement – open heart, don't assume
4. Use active listening and supportive language
5. Understand that we all have a unique perspective
6. Give time and offer a safe space
7. Care about and prioritise relationships
8. Be kind and empathetic
9. Challenge in a healthy, non-blaming way
10. Be aware of our self and our impact on others
11. Accept and celebrate difference
12. Aim to repair harm when conflict occurs

Engagement – What happened?

What happened from your perspective?

What has brought you here today?

Can you tell me more about...?

Can you tell me more about the issues that have brought you here today?

What was in your head?



Explanation – Who has been affected and how?

What were your thoughts at this time?

What do you think about it now?

How were you feeling?

Who has been affected?

How have they been affected?

Who else?

Was anyone else involved? If there was, how were they feeling?

What has been the hardest thing about this for you?

Have you been affected?

Anyone else?



Expectation Clarity – identify options/clear vision for the future

What do you need in order to move this forward?

When will it be done?

What else needs to happen?

What would that look like?

What options do we have to meet those needs?

Do you agree with that?

What will help you move on from this?

What will it look like when it is done?

How does that leave you feeling?

