



# Hawthorn Park Community Primary School

## Behaviour Policy

### 2018-2020

#### **1 Introduction**

This policy sets out a whole school approach to behaviour management through promoting positive behaviour and establishing a clear and consistent framework for dealing with inappropriate behaviour.

#### **2 Aims**

- To establish an ethos within school where positive behaviour is promoted and inappropriate behaviour dealt with firmly and consistently thereby securing a learning climate where effective teaching and learning can take place.
- To set out a framework for a whole school approach to promoting positive behaviour.
- To give a framework for a whole school approach to dealing with inappropriate behaviour.
- To build meaningful relationships between all members of the school community.
- To make reasonable adjustments to ensure all pupils, where applicable, to ensure all pupils can meet the schools high expectations.

#### **3 Rationale**

The behaviour system is based on the concept of rights and responsibilities which are embodied within the school code of conduct.

The children must be taught that they have a choice over how they choose to behave in any situation and it is about making the right choice based on the responsibilities they have and the rights of everyone at our school. By emphasising the importance of choice to the children we are showing them the power they have over how they choose to behave. We are making it clear that they are accountable for their actions.

We believe that a positive approach to behaviour management where the emphasis is upon positive rather than negative statements is the most effective. Praise and recognition of good behaviour is very important to us. Every day the adults in school need to recognise and praise the good choices that the children are making about their behaviour. This positive reinforcement of good behaviour is fundamental to cultivating good behaviour within school.

##### ***3.1 School charter***

Every member of the school community has the following rights:

1. A right to physical and emotional safety.
2. A right to learn and work.
3. A right to dignity and respect.

Yet with these rights come responsibilities. These are:

### **Our Rights and Responsibilities**

1. We all have a right to feel safe, we all have a responsibility to behave in a way that respects everyone else's right to physical and emotional safety.
2. We all have a right to learn and work, we all have a responsibility to behave in a way that respects everyone else's right to learn and work.
3. We all have a right to dignity and respect, we all have a responsibility to behave in a way that respects everyone else's right to dignity and respect

This is to be displayed in each classroom and around school.

### **3.2 Class charter**

Class charters are generated at the start of each academic year. They interpret the school charter into more detailed practice. The class charters are always worded positively to encourage behaviours e.g. we will.

The class charters are then signed by the class members and a copy is displayed in the classroom.

For example:

### **Classroom Charter**

- We will persevere and try our best
- We will be polite, kind and respectful to others
- We will listen carefully and speak in turn by putting our hands up
- We will walk sensibly and quietly around the building
- We will stay where we can be seen by an adult
- We will look after school equipment and help to keep the school tidy
- We will follow instructions given by adults

## **4 Responsibilities**

### **4.1. Class teacher**

The class teacher has responsibility for implementing the school behaviour policy to recognise and promote positive behaviour and deal with inappropriate behaviour within their own classroom and across the wider school.

They must contribute to the positive learning environment and ethos in school using the whole school approaches to recognising and rewarding good behaviour.

They must use strategies to deal with inappropriate behaviour.

They have a responsibility to ensure the policy is followed to keep relevant members of staff informed of behaviour issues. Appropriate records must be kept. They must bring concerns they might have about behaviour to the attention of the relevant members of staff.

The class teacher has a responsibility to follow the policy on keeping the child's parents/guardians informed about their child's behaviour in school.

#### **4.2 Headteacher & SLT Members**

The senior management team must lead the development of policy within school to secure and promote positive behaviour and deal with inappropriate behaviour. They must follow the responsibilities set out in the policy for them to promote positive behaviour in school.

They must ensure that all members of staff are introduced to the behaviour policy. They must monitor its implementation, review its impact and address issues that arise. They must offer appropriate support to members of staff as outlined in the behaviour policy.

SLT will ensure there is an effective and engaging approach to teaching and learning which provides a stimulating environment which promotes positive behaviour. This will be done through observations, learning walks and monitoring of books and planning.

#### **4.3 The Behaviour Leader and Lead for Inclusion**

They have a responsibility to support and offer advice to the class teacher in dealing with challenging behaviour and developing strategies to deal with this. In more serious cases the SLT member will meet with the class teacher and parents.

#### **4.5 All members of staff**

All members of staff have a responsibility to treat children in line with the school behaviour policy. Any incidents witnessed by members of staff should be reported to the class teacher or an appropriate contact. All staff must report serious incidents to the class teacher and record the incidents on the school behavior log.

### **5 Ways of promoting positive behaviour**

#### **5.1 Ethos**

Each teacher must create the climate for positive behaviour and recognise and reward the children for their everyday efforts in the classroom. Creating a climate for positive behaviour means:

- Building a positive and engaging relationship with the children which means they feel valued and cared for.
- Knowing the background and home circumstances of the children.
- Effective teaching & learning that engages and motivates the children.
- Work matched to the ability of the child.
- A stimulating classroom environment that celebrates success.

#### **5.2 Positive feedback - 'Catch them being good!'**

The teacher should provide immediate praise when children have made a good choice for their behaviour.

The aim is to '*Catch them being good*'. There are many different ways this can be done in the classroom.

Firstly, there is a whole school system:

#### **Hawthorn Park's Reward System**

Members of staff reward appropriate behaviour and hard work by giving children a number of different rewards, including:

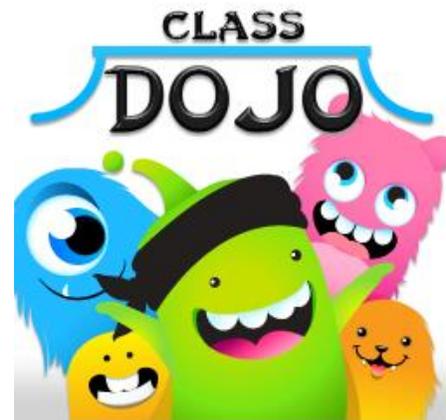
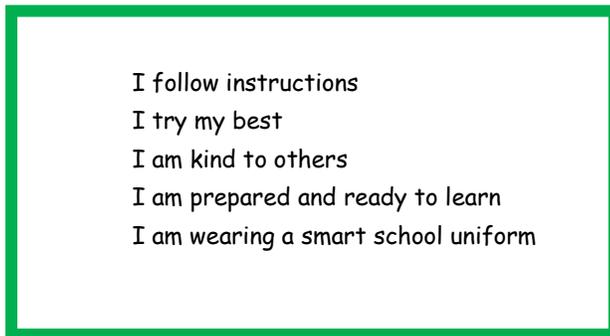
- Certificates
- Sent to another appropriate adult in school to share and celebrate their success e.g. Headteacher, Deputy Head, Assistant head, Key Stage Leader etc.

- Stickers/comments on work.
- Positive verbal praise.
- Celebrating success.
- Use children as models of good behaviour.
- Dojo points
- Achievement awards
- Teachers personalised systems , for example: table points, marbles in a jar

### Class Dojo System

The Class Dojo and House Point system work alongside each other throughout the school as follows:

- All teachers use the Class Dojo interactive reward system. Every child is assigned to Class Dojo within their class and teaching sets. Parents are also given a personal ID to log in to the system so that they can monitor their child's behavior.
- Children will be awarded dojo points for academic and non-academic achievement.
- All class must have the following positive behaviours on their Dojo system which are to be used by all adults consistently across the school.



- At the end of each week the teachers will award King and Queen Dojo status to the pupils who have the highest number of points.
- At the end of each half term the pupil with the highest number of Dojo points will be awarded VIP Dojo status.
- Each child's Dojo points will be recorded individually and added to their house total each half term.

The idea of the system is to catch children being good to reward and promote this good behaviour. Staff can give Dojo points to any child in school who they see behaving in a responsible way. The class teacher or TA then adds the point(s) to Class Dojo system.

#### **5.4 Reward Time**

At the end of the week the last session on Friday afternoon is Reward Time. This takes place in every classroom at the same time.

During Reward Time the children participate in a series of planned activities. The children are given a total 30 minutes to participate in these activities.

The children will miss part or all of their Reward Time allowance for low, medium or high level behaviour.

### **5.5 Celebration Assemblies**

Celebration assemblies take place each week and bring together the whole school to celebrate success. Certificates are given out for a range of reasons including achievement, attendance and sporting achievements.

### **5.6 Dining Hall Behaviour**

The lunchtime staff give out stickers to children at lunchtime for good behaviour. They also give out Dojo's which are passed on to class teachers. The lunchtime supervisors will choose the best behaved class in the dining hall to receive a Lunchtime Achievement Award for the week. This class will be rewarded during assembly.

All children and staff must follow the Dining Hall Charter which is displayed in the hall.

### **5.7 Breakfast Club/ Afterschool Club**

Adults and children who attend breakfast/afterschool club must follow the school behaviour charter. If inappropriate behaviour is demonstrated this will be reported to the class teacher and parent. The breakfast/afterschool club staff will send a letter home to the parents. If there are more than 3 said incidents, a meeting with parents and an SLT member will be held and a fixed term exclusion will be enforced. Further serious incidents will potentially lead to permanent exclusion from breakfast club.

### **5.8 Play time rules and routines**

Any child who is observed breaking one of our school rules may be sent to a time out area. It is the responsibility of the member of staff on duty to inform the class teacher. Teaching staff will follow behavior steps to success for sanctions and consequences.

## **6 Sanctions**

### **6.1 Ethos behind the sanction system -Steps To Success and Behaviour Zones**

Alongside positive reinforcement for appropriate behavior, all teachers and support staff use a stepped approach to help manage behaviour in the classroom and all other areas of the school (see appendix 1). After a reminder prompt and other low level behavior management strategies from the class teacher, should the unwanted behaviour be repeated, the child will move back into the next behavior zone which gives a clear visual consequence. There are agreed whole school sanctions for when a child moves into the negative behaviour zones and beyond. Children start each day as a new day in the Green Zone.

This is backed up by clear and consistent explanations about why certain behavior is inappropriate. Certain harmful or abusive behavior goes immediately beyond the Orange Zone and is dealt with by a member of the SLT or ultimately the Headteacher.

To support staff in setting appropriate expectations and to ensure consistency across the school, the following steps are taken to address any negative behavior:

### **Yellow Zone - Low Level Disruption - Class Teacher and designated support staff responsibility**

For Example: not listening, making noises, fiddling, speaking out of turn, name calling, pushing, arguing, out of seat, not lining up, not following instructions, answering back, doodling on books.....

#### **Action: Minimal low key responses**

- Praise other children
- Eye contact
- Assertive body language
- Name/pause technique
- Eye level with child, quiet verbal reminder
- Reminder of class charter
- Direct back to seat
- Quiet unobtrusive 'What should you be doing?'
- Not allowed to sit with friends
- Negative Dojo's

### **Orange Zone - Beginning to challenge - Class Teacher and designated support staff responsibility**

For Example: Continued low level disruption, not completing a reasonable amount of work in set time due to behavior, deliberate disruption, distracting others, hurting another pupil with intent, pushing furniture, walking out of class, shouting, swearing, lying, not accepting verbal warning...

#### **Action: Response managed by class teacher:**

- Seat away from class or group - separate table
- Set a time to improve behaviour, use visual aid to show this - sand timer, clock
- Second verbal reminder given of expected behavior
- Encourage pupil to move back into positive zone
- Reduced playtime, lunchtime, reward time - teachers decision
- Letter/speak to parents
- Record on Integris
- Time out in class area - table, seat, playground bench - reflection time - child must be given 5-10 minutes to calm down, apologise and then they can resume activity
- If time out in another class is required send to class with adult, they complete work and return.
- Negative Dojo's

### **Red Zone - Serious - Teacher refer to SLT Member**

For Example: Violence that leads to injury of others, damage to property, persistent refusal, persistent rudeness, aggressive use of body language, racism, bullying

#### **Action: Response reported to SLT member and usually managed by this person**

- Miss playtime/lunchtime
- Miss reward time
- Escorted to SLT member who is available
- Incident recorded on Integris G2
- Formal behavior letter sent to parents/parents contacted and spoken to same day
- Possible internal exclusion( agreed by Head/Deputy Head) - child must have work provided, adult support and no contact with any other pupils
- Possible withdrawal from school trip or reward activity
- Possible SENDCo assistance
- Racist incidents must be recorded on correct form in office
- Apology from child

### **Beyond Behaviour Zones - Very/Extremely Serious - Refer to Headteacher/ Deputy Head**

For example: persistent repetition of serious behavior, leaving the classroom, school boundaries, behavior is creating a health and safety risk to self and others, intentional physical harm to an adult or child, verbal abuse including racism, serious theft from an adults bag, coat, money, valuable school equipment, persistent bullying

#### **Actions: Taken to DH or HT immediately**

- Meeting with parents
- Internal exclusion
- Exclusion from break/lunch time - up to several days is possible
- Possible fixed term exclusion - ( Agreed by HT/DH)
- Possible withdrawal from school trip
- Pastoral support Programme
- Risk assessment if needed
- Involvement of other agencies - Camhs, Jigsaw,
- Possible permanent exclusion - (agreed by HT)

## 6.2 SLT and behaviour management

It is expected that all members of the SLT will lead by example with their approaches to dealing with challenging behavior within their classes. However, should a pupil not respond to the strategies implemented within the class further assistance from another member of the SLT will be required.

This may be to support the member of SLT to resettle the child within the class or to take the child to another class in order for them to complete their work.

Should a member of the SLT, who has been called to support another member of staff, not be able to engage or be able to promote a positive response in the pupil another member of the SLT will be called to support and offer 'a change of face' to help deal with the situation. Should this fail to produce the desired result then the pupils parents may be called into the school to support and aid the school in calming the pupil. From here senior members of the SLT (Assistant Head / Deputy Head / Headteacher) will meet with the pupil and their parents to discuss the next steps in supporting the pupils with managing their behaviour.

## 7 Relationship Building

When challenging behaviour has been addressed and an appropriate sanction has been put in place, it is important for the adult who has addressed the behaviour to re-build and repair the relationship. This will help to maintain positive relationships between children and adults and prevent further incidents of challenging behavioural issues. All behaviour serves a function and is a form of communication. It is often used to fulfil an unmet need and expresses our thoughts and feelings.

For example; a pupil may engage in certain inappropriate behaviours that aim to distract them, and others, away from the completion of the task. The level of disruption may become so significant, as to result in the child being removed from the teaching environment. In this situation, the child's behaviour may serve the functions of 'avoiding the challenging task' and 'not wanting to ask for help in front of their peer group'.

It would be important, in this scenario, to seek to respond to the inappropriate behaviours, and also to sensitively address the underlying triggers of the inappropriate behaviour, for example, by providing appropriately differentiated activities and tasks and monitoring the child's response to these.

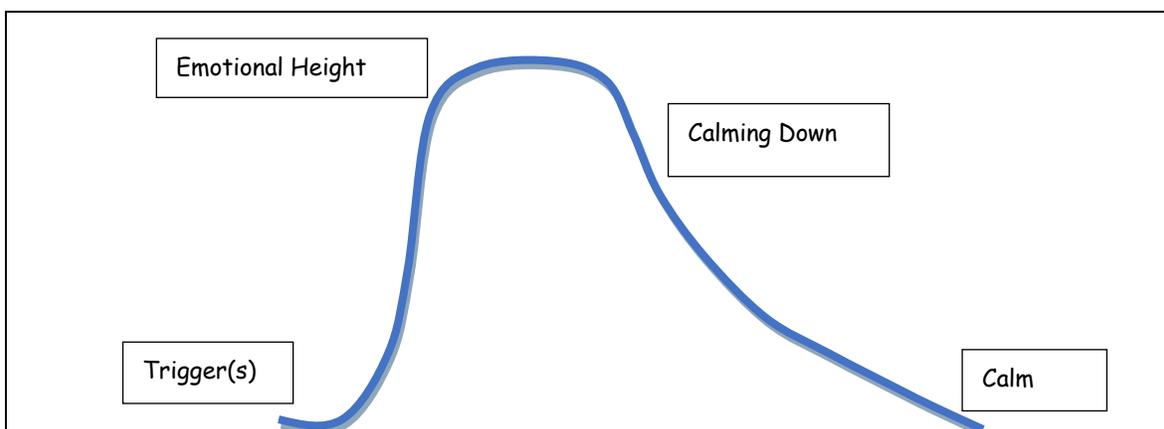
### 7.1 When should relationship building take place?

In short, at the earliest appropriate time, however this depends on the severity of the behaviour displayed. For 'minor' issues this can be straight after the event (see corridor conversations below) and for more severe behaviours this may need over 24 hours to ensure the child is no longer at a heightened state of behavioural or emotional arousal and is able to communicate effectively.

The following section aims to provide a brief summary how a person may typically respond to emotionally challenging events:

### 7.2 The 'Emotions Curve'

For more severe behaviour it is important that the child has had the chance to calm down and is ready to engage in conversation. In order to judge this, the following diagram provides an overview of a typical response pattern to a situation an individual may find emotionally challenging:



- **Trigger(s)**- This is what has caused or is causing a particular emotional and behavioural response. As the child's emotions increase in intensity and get closer to an emotional height, adult intervention may make the situation worse and further contribute towards increasing intense responses and emotions. The adult(s) present should remain calm and mirror this to the child. Where appropriate, it may even be necessary for the adult(s) to remove themselves from the immediate vicinity whilst keeping the child safe.
- **Emotional Height**- At this point the child won't/can't hear the adult/others and seeking to interact with the child may exacerbate and prolong the emotional intensity.
- **Calming Down**- The time it takes for the emotional height to reduce. The child will become more approachable but will still not be able to engage in communication around their behaviour.
- **Calm**- The child will be able to communicate about their behaviour and relationships can start to be re-built and appropriate consequences can be put in place.

### 7.3 Relationship Building Conversations

It is important that during all conversations that the adult(s) seeks to avoid any emotive language and language associated with 'blame' when addressing issues with the child as they may feel that their actions were justified (even if they were not). The aim of the conversation is to support the child in seeing the impact that their actions have had on themselves others involved (children and adults).

**Corridor Conversations** - This can take place directly after an incident. They should include both victim and 'perpetrator' and can be undertaken with multiple parties.

If multiple parties are involved allow each party to have their say (asking each of them the same questions below) and ensure that the others involved do not talk or interrupt during this.

**Adult-** (To each party in turn) Tell me what happened? (suggest brief 'factual replay' of events)

- What did you think / How did you feel while this was happening?
- What do you think / How do you feel now?
- What needs to happen now to repair the situation?

**Conversations for more severe behaviour (when the child is in the 'calm' phase)**- This should include both the 'victim' and the 'perpetrator' and take place in an appropriate environment where both parties can talk and listen. They should be carried out by the member of staff who was addressing the situation at the time.

**Adult-** (To each party in turn) What happened? (suggest brief 'factual replay' of events)

- What do you think / How do you feel now?
- What did you think / How did you feel at the time?
- Who has been affected and how? (List these people)
- What should we do to repair this situation? (Develop an action plan)
- What do we need to do to make this happen? (Specific 'actions' assigned to individuals and a nominated adult assigned to check these have been achieved within a specific negotiated timescale)

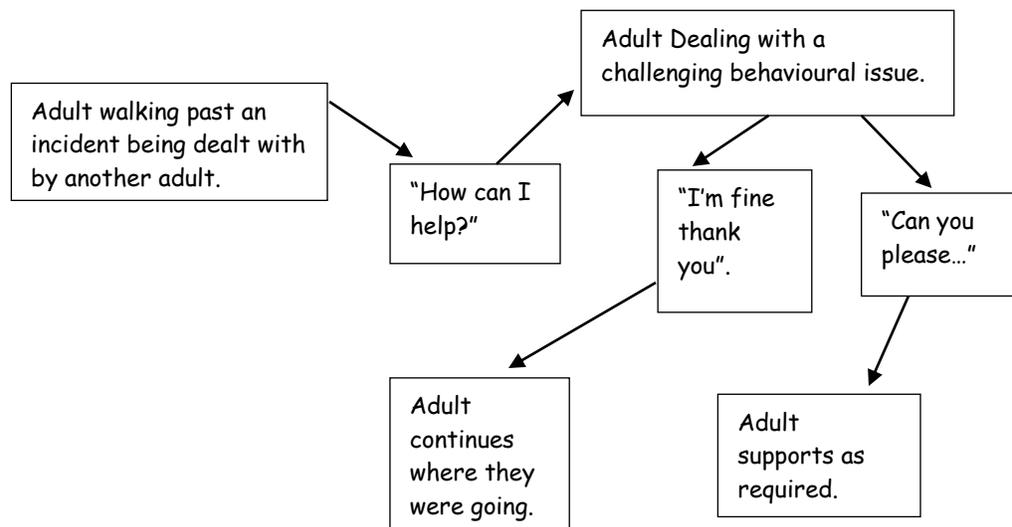
Where the situation involves a large number of individuals and / or where it is particularly problematic to bring parties together, it may be necessary for the adult(s) involved to undertake a different format in order to manage effective and appropriate outcomes.

Where there are a large number of both 'victims' and 'perpetrators' it may be necessary to operate smaller mixed groups of 'victims' and 'perpetrators' and share action plans across each group in order to ensure consistency and coordination.

Where it is judged that bringing together 'victim(s)' and 'perpetrator(s)' will be particularly problematic, it may be necessary for the supporting adult(s) involved to operate separate meetings and to act as 'intermediaries' between the groups. This is often referred to as 'shuttle conferencing' and the supporting adults facilitate communication and action planning by provide feedback and information between the groups'.

### 7.3 Supporting others when dealing with challenging behaviour

Staff should feel confident that if they need support when dealing with a child who is displaying challenging behaviour that any member of staff will offer this to them. The normal procedure of following the behaviour policy should be followed, however there may be times when an adult passing by should be prepared to support the adult dealing with the behavioural issue.



All adults should feel confident that they can support a situation in some way. This may be going and getting another member of staff, taking over from the member of staff, or just checking that the adult addressing the behaviour is fine. Wherever possible, adults should seek to interact directly with the other adults involved rather than directly with the child or children as the additional adult attention may contribute towards exacerbating the child / children's emotional state (see section on 'Emotions Curve' above).

## 8 Permissible Touch

### 8.1 What is permissible touch?

At Hawthorn Park our permissible touch policy is in place to ensure that pupils and staff interact in a safe, caring and appropriate manner. This means that as members we are able to physically guide, touch or prompt pupils in an appropriate way at the appropriate times. These methods should only be done to support the child and never for the gratification of the adult.

It is extremely important that all staff have read and understood this part of the behavior policy to appreciate the reasons why we may choose to hold/touch pupils and the appropriate ways in which we do so.

### 8.2 Why do we use touch?

We may choose to touch pupils for a variety of reasons, but generally we would normally do so for either comfort, support or guidance and never for the gratification of an adult. We may also need to physically touch, guide or prompt students if they require personal care, assistance with writing, eating, dressing etc. and on rare occasions hold pupils for their own or others safety (please refer to the holding section below).

### **8.3 How do we use touch?**

#### **8.3a Hugging**

At Hawthorn Park we recognise that at times pupils may need comforting and as caring professionals this is something we encourage through the use of a 'School Hug'. A 'School Hug' is a sideways on hug, with the adult putting their hands on the pupil's shoulders. This discourages 'front on' hugging, and the adult's hands on the shoulder limits the ability of the child to turn themselves into you. This can be done either standing or sitting.

#### **8.3b Hand Holding**

Particularly at a young age pupils sometimes enjoy being able to hold hands with the adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move pupils, this can become a restraint. Therefore adults are to use the 'School Hand-Hold'. This can be done by the adult holding their arm out, with the pupil encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little security if it is required. It is generally deemed appropriate to touch others on the upper arm which would appear to be regarded as a neutral zone in most cultures.

#### **8.3c Lap-Sitting**

At Hawthorn Park we actively discourage lap-sitting from Nursery years upwards. We do however recognise that the younger pupils in the two year old provision may need additional levels of physical interaction to support their needs (please refer to the 'Two Year Old Permissible Touch Policy' for further details on this). Pupils should be taught to seek comfort/attention through other means, for example the 'School-Hand Hold' or 'School Hug'. If a child attempts to sit on your lap, explain to them that this is not what we do here and ask them to sit next to you if it is appropriate.

#### **8.3d Pupils in Crisis or distress**

At times, pupils may be in crisis or distress and hold you in a way which is not described as above (e.g. 'front on' or 'hug/lap sitting'). If this should happen please ensure that you have informed a senior member of staff to protect yourself. You may be asked to make a note of this, this will be in order to record and monitor the amount of times the pupil is doing this to staff to see whether this is a 'controlling' behavior, or whether the child is displaying distressed behavior regularly.

#### **8.3e Holding**

At Hawthorn Park we recognise that there may be times when a pupil has put themselves or someone else at danger and a physical intervention or restraint will be need to be implemented. To support this members of staff have been trained with the 'Team-Teach' technique of positive handling. Only these recognised members of staff (see current list within the staff room) can safely implement the holding techniques -taught by 'Team-Teach'- needed to ensure that the pupil and others around them are kept safe. Members of staff who are trained in this area will make a judgement based on their training on whether or not to apply a hold to a pupil. Any holds applied will be recorded and stored by the school with all parties (pupil/s, teacher/s and parents) being debriefed after the incident. If a physical hold is used the Deputy Head or Headteacher should be notified as soon as possible. Members of staff who have been involved in the incident will be given time after the incident to reflect and record an accurate statement of events.

Members of staff who are not 'Team-Teach' trained should follow the guidance of the rest of the behavior management policy in order to de-escalate the situation.

### **8.4 Alternatives to Holds**

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can (in a calming and non-confrontational tone):

- show care and concern by acknowledging unacceptable behavior and requesting alternatives using negotiation and reason;
- give clear, non-aggressive directions for pupils to stop;
- remind them about rules and likely outcomes;
- remove an audience or take vulnerable pupils to a safer place;

- make the environment safer by moving furniture and removing objects which could be used as weapons;
- ensure that colleagues know what is happening and get help.

## **9 Dangerous and Inappropriate Items**

Should a pupil bring into school a dangerous or inappropriate item such as knives or other weapons, lighters/matches, pornography or other age inappropriate the matter will be investigated and an appropriate consequence will be put in place by the Headteacher.

To ensure that an appropriate consequence is put in place, full investigations of any incident will be undertaken by the Headteacher and the school's senior leadership team with the final decisions being made by the Headteacher.

The school recognises that there is the potential risk for pupils to encounter dangerous objects within the school such as knives and scissors. Should a pupil/pupils use these in a dangerous, threatening or inappropriate manner an appropriate consequence will be put in place by the Headteacher following an investigation by the Headteacher and the school's senior leadership team.

## **10 Procedures for Internal Exclusions**

When a pupil has gone beyond the behaviour zone system an internal exclusion may be considered. This will involve the pupil going to another class to work away from their peers. The 'exclusion' is referring to pupil not being able to work with their peers for a set period of time. Pupils will still have break and lunch times but these will be away from their peers also and supervised by an adult.

The Headteacher/Deputy will decide how many days the internal exclusion will be in place for.

### **10.1 The following procedures must be strictly adhered to if the exclusion is to be effective:**

The class teacher of the excluded child will need to set work for the exclusion and make arrangements with a senior member of staff to agree where the internal exclusion will take place. Work from the class teacher must be left with the SLT member dealing with the incident before the start of the school day. No work is expected to be set during the lunch period as the child will be eating their lunch. Work given should be easy enough for the child to complete unaided.

If the child needs to go to the toilet during a session the member of staff supervising must escort them to and from the nearest children's toilet. During the lunchtime session the member of staff needs to escort the child to the dinner hall to collect their lunch and then return to the designated area for the child to eat it.

During supervision, if a member of staff is working one to one with the pupil they may help the child with their work but ensure conversation focuses on the work.

If a child's behaviour becomes aggressive, violent or they leave the designated area, staff need to contact either, the DH or HT immediately.

**The child should not be left unsupervised at any time.**

**Other members of staff who pass by MUST AVOID engaging with the child either to sanction or to counsel.**

## **11 Walking Classes/groups of children around the school and on trips**

Pupils walk around corridors in silence, one behind the other. All pupils must **always** be in sight of the lead adult (this means that the adult will have to constantly reposition themselves and may start at the front of the line but drop to the middle as pupils walk past).

Use of praise should be loud and consistent. When groups of pupils do not travel in silence and praise does not work, pupils must be made to line up again if necessary. Adults should avoid 'chatting' with pupils if pupils are walking quietly into assembly or the classroom and endeavour to role model the behaviour expected of pupils.

Pupils' behaviour around the school is as important as in class and sets the standard for behaviour at the destination they are heading for (e.g. playground, classroom, assembly etc). Picking up on the 'little' things such as walking around the school helps pupils to understand that high standards are the norm at this school. At the same time it is important that adults regularly explain to pupils why we expect them to walk in silence.

## **12 Support Systems for Pupils with Additional Needs**

For some pupils who may have a range of needs that require support from different agencies, it may be appropriate to involve other agencies such as the Local Authority Inclusion Team, Social Care, CAMHs etc. However, this school recognises that many children with additional needs require the security of boundaries and the same high expectations for behaviour.

### **12.1 Pupils with Special Education Needs**

At Hawthorn Park we understand that the majority of pupils with special educational needs require the same proactive behaviour management as all other pupils, and that many pupils such as those with ADHD and ASD thrive on having clear and precise boundaries. Pupils with special educational needs relating to behaviour are given specific targets on their individual education plan to support them in making progress in this area. As part of this, they may also have their own individual reward and sanction system which has been determined by the class teacher and Lead for Inclusion, with the involvement of the pupil and parents. They may also be allocated a Learning Support Assistant for a certain percentage of the week and/or receive additional support/outreach from an external agency. All pupils have the same expectations of them, but the path to reaching these will be reasonably adjusted to support pupils needs.

### **12.2 Counselling Service**

The school-based counselling service is dedicated to improving the emotional wellbeing of pupils, their families and our whole school community. Counsellors give our children opportunities to explore their problems through talking, creative work and play. Sessions enable pupils to cope now and make better-informed decisions about their lives and help prevent emotional and behavioural issues. Counselling sessions also help pupils to develop more effective communication skills and the ability to develop better relationships. A counsellor will listen to pupils, offer advice and strategies, reassure them and make a note of their concerns. If any child protection concerns are raised during a session the Headteacher is immediately informed and will take the necessary action.

## **13 Additional Information**

The Red Card System: Whole School Plan for a Crisis Situation In the event of a serious incident whereby a member of staff needs support with a child (or children) the 'red card' system should be initiated. Staff use a 'red card' to indicate to the office staff that urgent help is needed and an appropriate member of the SLT will go to the incident. Individuals should never feel ashamed or weak for requesting such help. All available staff will react quickly when a 'red card' is received; the incident will be attended immediately and the appropriate support given. In a classroom situation, if a child refuses to leave the situation or continues to disrupt, the class is removed and the Deputy Head/ Headteacher sent for (if the Headteacher is not already in attendance). Once the situation is defused and the child (ren) is/are calm, the member(s) of staff dealing with the incident follow the rest of the Behaviour Policy in order to complete the behaviour management process.

## **14 The Role of Leadership**

Although the responsibility of ensuring positive behaviour management is shared across the whole staff, the Headteacher and members of the senior leadership team have a responsibility to 'lead from the front'. The leadership team will assess staff's needs and build into the school's professional development programme opportunities to discuss and learn about behaviour. Senior staff will ensure that they are highly visible at particular times of the day, to noticeably reinforce good behaviour and swiftly manage any poor conduct by pupils. Critical times are at the beginning and end of the school day, break times and movement to and from assembly. Senior managers regularly walk around the building, going into classrooms and supporting teachers in their application of this policy.

No pupil should be sent to sit outside the Head's office at any time without prior agreement of DH/HT unless behaviour has gone beyond the behaviour zone system.

Governors regularly monitor the effectiveness of this policy.

## **14 The Role of Parents**

The school strives to work in partnership with parents, so children receive consistent messages about how to behave at home and at school. We endeavour to build a supportive dialogue between the home and the school, informing them of their child's successes regularly, as well as informing them immediately if we have any concerns about their child's welfare or behaviour. Where pupils require support, staff will endeavour to share and discuss strategies so that parents can better support at home.

If a parent has any concerns over the way in which the school has treated their child, they should initially contact the class teacher. If the concern remains, they should then contact their child's Key Stage Leader, then if necessary the Deputy Head or Headteacher. If the concern lies with the Headteacher, parents should contact the Chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **15 Monitoring**

The Deputy Head monitors the effectiveness of this policy on a regular basis, they (along with the Headteacher) also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The class teacher keeps a record of incidents on the Integris G2 system and monitors this to ensure pupils receive the correct support, and as an indication of any referrals that may need to be made both within school and to external agencies. All incidents that take place at playtime and lunchtime must be reported to the class teacher. Serious incidents must be recorded on Integris by the member of staff who primarily dealt with the behaviour.

It is the responsibility of the governing body to monitor the rate of fixed-term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Review**

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

**Agreed Date:**

**Review Date: Jul 2020**

**Agreed by:**



# Behaviour Chart

Your teacher will use this to remind you of your behaviour

**Behaviour**- Consistently following the school rules, setting a good example to your peers, helping others in the class with their learning, having a constant positive attitude to your learning, being a helpful member of the class.

**Reward**- Praise from your teacher, praise from your Key Stage Leader and or Assistant Headteacher/Headteacher, full reward time, your parents told, achievement.

**Behaviour**- Continuing the expected behaviours, contributing positively to class discussion, completing work to a good standard.

**Reward**- Praise from your teacher, positive dojo points, working towards reward time.

**Behaviours**- continual persistent serious behaviours, leaving the school boundaries, dangerous behaviour, physical harm to an adult, theft from an adult, theft from the school, persistent bullying.

**Consequences**- Internal isolation for one or more days, loss of break/lunch for more than one day, loss of school trips, fixed term exclusion, permanent exclusion.

**Behaviours**- Violence that injures others, deliberate damage to others, persistent refusal to follow instructions, persistent rudeness, aggressive body language, racism, bullying.

**Consequence**- Loss of playtime/lunchtime, loss of reward time, Key Stage Leader to speak to pupil, removal from class, possible internal isolation, meeting with parents.

**Behaviours**- continued disruption, not enough work completed due to behaviour, deliberate disruption, hurting another pupil, pushing furniture, leaving the classroom without permission, shouting, swearing, not accepting verbal warnings.

**Consequences**- Reminder of behaviour chart, move to a different part of the classroom, further removal of dojo points, reduced playtime/lunchtime, reduced reward time, time-out/reflection time, moved to another classroom to complete work.

**Behaviours**- Not listening, making noise, fiddling, speaking out of turn, name calling, pushing, arguing, out of seat, not following instructions, answering back.

**Consequences**- verbal reminder of how to behave, warnings, negative dojo points.

## Expected Behaviours

Focused on work, being respectful to others, listening to instructions, sat in your seat, uniform looking smart, not calling out

