



***Head of School: Mr P. Coiffait***

# **School Policy**

## **Behaviour**

**Coordinator: Rachel Kay**

**Governors adopted this policy December 2019**

**Signed by the Chair:**

**To be reviewed on: December 2020**



Learning Together

Learning for All

Learning for Life



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# Hawthorns School Behaviour Policy

## 1. Aims and expectations

This policy aims to:

- Provide guidance to class teams, parents and carers, governors and other staff on how to support our learners to self-regulate, manage their behaviour and be ready to learn
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Our school aims to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We aim to work in partnership with parents, carers and other professionals to promote an environment where everyone feels happy, safe and ready to learn.

The school has a number of behaviour expectations, but the primary aim of the behaviour policy is not a system to enforce these. It is a means of demonstrating how we as a school support child in achieving these expectations.

We expect that

- pupils will co-operate within the learning process at a level appropriate to their age, needs and abilities
- pupils will not purposely disrupt or stop the learning of others
- pupils will treat peers, staff and property with respect
- pupils will refrain from behaving in a way that brings the school into disrepute, including when outside school, on school trips or representing the school at events

We believe that

- our pupils want to behave well
- behaviour is a means of communication and we must support pupils to communicate their needs safely and appropriately
- with the right support, pupils can learn to self-regulate and manage and improve their own behaviour
- mistakes are part of the learning process- we support our learners to get it right
- our staff must be given the opportunity to learn, understand and have insight into why pupils behave in certain ways

We treat all children fairly and apply this behaviour policy in a consistent way taking into account age, needs and abilities

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

## **2. Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- **Behaviour and discipline in schools**
- **Searching, screening and confiscation at school**
- **The Equality Act 2010**
- **Education Act 2011**
- **Guidance on the use of Restrictive Physical Interventions for staff working with children and adults who display extreme behaviour in association with learning disability and /or Autistic Spectrum Disorders 2002**
- **Use of Reasonable Force Guidance July 2013**
- **Supporting pupils with medical conditions at school**
- **Special educational needs and disability (SEND) code of practice.** • **Local Authority policies**

This policy complies with our funding agreement and articles of association.

## **3. Supporting Self-regulation and Positive Behaviour**

The quality of our relationships with our pupils is crucial. We need to:

- Actively build trust and rapport
- Have high expectations
- Treat pupils with dignity and respect at all times – do not talk about them to others
- Listen carefully and know when and how to respond
- Invest in relationships and have fun together
- Consider reasons for the behaviour
- See things through – provide consequences as a response to a particular behaviour
- Apologise if we make a mistake
- Manage our own emotional reactions to pupil behaviour
- Have boundaries for pupils

- Be non-judgmental
- Discuss with parents to ensure consistency in approaches between home and school
- Work collaboratively with other agencies and professionals to share strategies and relevant information to support pupils in other lessons and environments.

#### **4. The quality of our provision**

If we can meet our learners needs it is more likely that challenging behaviour will decrease or stop. To do this we need to:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Conclude the day positively and start the next day afresh
- Have communication systems in place for pupils to have a voice in times of distress
- Understand their sensory processing difficulties and have appropriate strategies and resources to support them to de-escalate
- Assess, understand and plan to meet their needs
- Support our learners to develop high self-esteem so they believe they can succeed
- Give frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours
- Know what motivates each learner and use this as positive reinforcements
- Provide personalised learning to meet individual needs
- Include learners in target setting and evaluation where possible
- Give praise and feedback on progress
- Actively teach children behaviours for learning
- Seek support from expertise in school and other agencies when necessary

#### **5. Classroom management strategies for effective communication and behaviour**

##### **Class Rules**

- Rules should be few in number
- Agreed with pupils where developmentally appropriate and displayed in the classroom so all pupils know what is expected of them
- Communicated in a way that pupils can understand
- Stated in the positive – things we are going to do
- Regularly referred to by the class team
- Appropriate to the activity/lesson and developmental range of the learners
- We expect children to behave appropriately in lessons. If they do not do so we may ask them to move to a place nearer an adult or to sit away from others until they calm down and are in a position to work sensibly again with others.

- General behaviour sanctions may include – missing out on play times or class treats/trips, not accessing class rewards etc.

## **Routines**

Consistent routines support our learners to understand expectations, manage anxiety, mentally and physically prepare for the day- allowing them to learn how to self-regulate, engage with learning and manage behaviours positively. Class/school routines must be taught for all activities. Consistent modelling and reinforcing supports behaviour for learning.

Class teams must also consider how to support learners to adapt to changes in routines and how to prepare them for changes, as this is an important life skill.

## **6. Positive reward systems**

Our school rewards good behaviour as well as children's efforts towards improving their behaviour and being a good role model to peers. We believe this will develop an ethos founded on leadership, responsibility, mutual respect, resilience and empathy.

### **6.1 Class systems**

- Class rules should be developmentally appropriate, regularly referred to and communicated in a way that learners can understand
- Consistent routines support our learners to understand expectations, manage anxiety, learn to self-regulate, engage with learning and manage behaviours positively. Routines must be taught for all activities
- Class teams support learners to adapt to changes to routines and prepare them for changes
- Class teams try to understand what is causing the learner to become distressed and support them to express their feelings. Visual timetables and symbols are used.
- Appropriate age-related rewards are given for good work, effort and behaviour linked to individual class reward systems e.g. points, frogs on logs, fish, stickers etc.
- Token systems may be used which build up over time to exchange items for a prize
- Rewards may be instant tangible items
- Positive verbal praise is given depending on the way children learn best
- Class reward systems may be differentiated between pupils if it is decided that they need additional support to achieve class expectations
- Communication with parents and carers to inform them of the behaviour or achievement
- Special responsibilities or privileges are given – e.g. class jobs
- Preferred activities above and beyond the scheduled daily activities e.g. special toys/games/iPad

- Each week the teacher nominates the 'class achievers of the week' and we share the child's success in our Achievers' assembly. Our achievers' area celebrates the success of those children.

### **Use of Positive Praise**

The use of positive praise is encouraged throughout school. We use a positive and consistent approach, encourage appropriate behavior in interactions with children and staff and show that good behaviour is valued. Children are encouraged to share, negotiate and cooperate. We develop confidence and self-esteem which promotes good behaviour.

If we tell pupils what it is exactly that we like about what they are doing, we reinforce the behaviours we want to promote

e.g. 'Thank you for coming to work with me so quickly'

'I liked that you asked for a break when you needed it'

Giving positive feedback and recognition raises self-esteem and leads to improved behaviour.

## **6.2 Whole school systems**

### **Starblazers**

Starblazers is our whole school reward system promoting and celebrating achievements of school expectations around school. Staff may differentiate the expectations for pupils by putting strategies in place to help children to succeed, according to their age, needs or abilities.

Children can earn up to four Starblazers a day

- for coming in to school sensibly in the morning
- morning playtime
- lunch time in the hall
- dinner time playtime

Each class record this success on a Starblazer chart and children. Children with 20 stars get first choice from the club tickets available – clubs vary termly but may include Ipads, Fit Fun, Crafts, Bouncy Castle, Games, Surprise, Films etc. Children earn the opportunity to go to a Starblazer club every Friday afternoon if they have seventeen or more stars in total. The organisation of ticket collection provides opportunities to increase resilience and to understand the importance of good behaviour linking with individual rewards.

If a child gets 16 stars or less, they will have some time to reflect on the reasons for this, at a level appropriate to their understanding during the Friday afternoon club time. Children will be asked, where appropriate, what they will try to do differently the next week to earn a ticket for the clubs.

If children are repeatedly getting 16 or less stars, staff will look at strategies to support them to succeed. This may be a visual reminder of expectations at star times, a social story to read before times they may find difficult etc.

A special reward ticket is given to the class with the most Starblazers each week in Achievers assembly. Classes may choose a small class prize from our Moon Shop.

### **Achievers Assembly**

Our Friday afternoon Achievers Assembly is a chance for the whole school to come together and acknowledge all the efforts and achievements of children, both in and out of school. Certificates are given to celebrate success in a wide range of activities e.g. swimming, competitions, music, sports

Friendship Friday certificates are also given out to 1 child in each class who has been a good friend to others.

Each class has an Achiever of the week and we share the child's success looking at work/ video clips of their achievements. The child's photograph is displayed in our Achievers area with a certificate and a copy of the certificate will be sent home to let parents know of their achievement. Achievements (where possible) will also be celebrated on the class blog/Twitter.

### **Butterfly Book**

Our special Butterfly Book contains special achievements reported by parents that have taken place outside school. These may include – being brave at the hospital, being helpful at home, sports awards from clubs, community achievements etc. Parents fill in a form and send it in to school and we recognise these achievements in assembly Children receive a special butterfly sticker to take home. The Butterfly Book is on display in the Achievers area for everyone to see.

These times also provide other children with opportunities to congratulate their peers and celebrate their success, promoting mutual respect and resilience.

### **Home to school systems**

Home/school books are used as an effective way to communicate positive information about a child's behaviour. We also use class emails, blogs, Twitter and Facebook to communicate positively about a child's achievements.

## **7. Use of support structures for pupils causing concern**

## 7.1 Positive Behaviour Plans

Staff employ a range of approaches to support children who may demonstrate challenging behaviour beyond the means of the class reward systems. Children who need additional support to regulate their behaviours will be highlighted within the class team and observations about the child to understand the reasons for the behaviours will be undertaken.

It may be decided that the behaviours occurring are too frequent or high risk to complete observations within the class and the child may temporarily be placed within a different setting in the school until appropriate strategies to support the child are decided and trialled. This will be discussed with parents.

From the observations, the class team will discuss appropriate strategies that could help to modify the behaviour, and class teams may work with the behaviour lead if needed. Support may be sought from Outside agencies if appropriate.

Strategies will be put into a behaviour action plan and the effectiveness will be monitored over a two-week period. Once an effective strategy has been put into place, it will be written into a Positive Behaviour Plan for the child which will outline how the strategy is to be used:

Pro-active; Daily things that are in place e.g. visual timetables, sensory integration,

Active; Responses to low level behaviours e.g. class reward systems, token cards, minute strips, directed sensory input.

Re-active; Actions to be taken in response to behaviours that place the child, staff, peers or property at risk e.g. physical handling, removal from the room, supported regulation away from class, use of the sanctuary.

- The Positive Behaviour Plan should be agreed and signed by parents, the class team and the Behaviour co-ordinator.
- Where physical handling is to be used the strategies for this must be detailed e.g. reasons for the strategy, Team Teach holds to be used, and debrief/ re integration strategies.
- All physical handling must be agreed with parents and recorded in the Bound and Numbered book.
- Plans should be regularly reviewed and updated on a termly basis or where it's purpose is no longer relevant.
- Class staff may highlight good behaviour of other children in order to modify unacceptable behaviour. If appropriate we re-focus a child's attention on another activity to defuse a situation.
- We demonstrate that a child is still valued even if their behaviour is unacceptable.



## **7.2 Reparation**

Reparation means repairing relationships or 'making good' in some way.

We give our learners the opportunity to repair and think about the impact of their actions on others. We support learners to take responsibility for what they have done and to repair it with the person involved.

## **7.3 Risk assessments**

All pupils have individual risk assessments written annually by class staff to raise awareness of and to support their behaviours. This helps keep both pupils and staff safe inside and outside the classroom. Pupil Risk assessments are saved electronically in individual pupil files on the school system.

## **8. Implementation**

As we are committed to developing children's positive and acceptable behaviour, we will ensure that all staff are committed to dealing with unwanted behaviours.

- All new staff will be inducted into policies and procedures.
- Parents will sign Home School Agreements
- New parents will have the opportunity to discuss behaviour management during transition/admission arrangement.
- We will ensure that all staff have training in behaviour management.
- We will ensure that all staff including students and volunteers do not use any form of physical punishment.
- We will ensure that all staff including students and volunteers do not use any form of physical intervention unless it is necessary to prevent children from causing harm to themselves, others or serious damage to property.
- All staff will be trained in Team Teach techniques. Any incidents of physical restraint will be recorded and reported to parents immediately.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The child may be removed from class or the class may move elsewhere. If a child threatens, hurts or bullies another pupil, the class teacher records the incident on the behaviour plan as well as on CPOMS. If a child repeatedly acts in a way that disrupts or upsets others, the school will contact parents and arrange a meeting in order to discuss the situation with a view to improving the behaviour of the child.

## **9. Bullying (including Cyber-bullying)**

Our school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences. While it is very difficult to eradicate bullying, we do everything in our power to ensure all children attend school free from fear. All incidents of bullying are recorded on CPOMS and parents and carers will be informed. We will support our learners to keep themselves safe online and to report cyber-bullying and provide opportunities for parents and carers to learn about e-safety and how they can implement and manage this at home.

See Anti-bullying policy for further information

## **10. Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of site will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Head of site will also consider the pastoral needs of staff accused of misconduct.

## **11. Discriminatory language/incidents**

Although rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender or religion are not acceptable in our school community and will be dealt with in line with this policy. Incidents will be reported on CPOMS and followed up by SLT.

Pupils sometimes use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach pupils how to be respectful to each other. Depending on the nature of the incident a PREVENT referral may be needed.

## **12. Pupil transition**

To ensure a smooth transition to the next class, pupils have transition sessions with their new class/teacher and staff meet to share information about the pupils' behaviour management strategies.

Information on behaviour may also be shared with new settings for those pupils transferring to other schools

### **13. Restrictive Physical Intervention (RPI)**

Restraint is the positive application of sufficient force to ensure, by physical means alone, that a pupil does not cause injury either to themselves, staff or other pupils, or cause significant damage to property.

- Restraint is a last resort once all other options have been exhausted. Any form of restraint should be used only when Reasonable, Proportionate and Absolutely necessary.
- Restraint should only be used by staff who have undertaken Team Teach training to enable them to move and handle children correctly and safely.
- Team Teach strategies may form part of a child's Positive behaviour plan and must be agreed with Parents and Carers and shared with class teams.

All incidents of RPI used must be recorded in the Hawthorns Bound and Numbered book and parents must be informed immediately. Team Teach use must also be recorded on CPOMS.

Restrictive physical interventions can be employed to achieve a number of different outcomes:

- To separate the young person from a 'trigger', for example, removing one pupil who responds to another with physical aggression
- To protect a young person from a dangerous situation, for example, the hazards of a busy road.

It is helpful to distinguish between:

- Planned intervention, in which staff employ where necessary, prearranged strategies and methods which are based upon a risk assessment and recorded in care plans.

And

- Emergency or unplanned use of force which occurs in response to unforeseen events.

#### **The Last Resort Principal**

At our school we only use physical restraint when there is no realistic alternative. This does not mean that we always expect people to methodically work their way through a series of failing strategies, before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced. National guidance is clear on this point "If necessary staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen sometime in the predictable future" Para 10 Page 4 Department of Health – 1997 – "The Control of Children in the Public Care: Interpretation of the Children Act 1989" – London HMSO

This means that we expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about any alternatives to physical intervention which may be effective

## **Proactive Physical Interventions**

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous. Examples of this are where a pupil has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases risk.

## **14. Corporal Punishment**

Corporal punishment is illegal and never used at school

## **15. Contingent Touch and Holding**

Contingent touch may be used appropriately in context and in public e.g. a pat on the shoulder, a reassuring hug. Holding refers to physical direction more directive in nature e.g. the learner is led away by the hand. Learners with complex sensory needs may also request squeezing or deep pressure. This will be documented in sensory profiles and form part of their daily sensory provision.

## **16. Roles and responsibilities**

**The governing board** is responsible for

- reviewing and approving the behaviour policy in conjunction with the Head of Site
- monitoring the policy's effectiveness, holding the Head of site to account for its implementation.

**The Head of site** is responsible for

- reviewing and approving this behaviour policy in conjunction with the governing board giving due consideration to the school's statement of behaviour principles
- ensuring that the school environment encourages positive behaviour
- ensuring that staff deal effectively with poor behaviour
- monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently
- reporting to governors on the effectiveness of this policy

**School Staff** are responsible for:

- implementing the behaviour policy consistently
- modelling positive behaviour
- providing a personalised approach to the specific behavioural needs of particular pupils
- recording behaviour incidents appropriately using agreed school formats. This includes use of CPOMS and the Bound and Numbered book.
- seeking support from senior staff where necessary – this may include referral to outside agencies
- sharing behaviour concerns and incidents with parents

**Parents** are responsible for:

- supporting their child to follow our school behaviour policy and Home/School agreement
- informing the school of any changes in circumstances that may affect their child's behaviour
- working collaboratively with school to help improve their child's behaviour – any concerns should be discussed initially with the class teacher

## **17. Exclusions**

We do not believe that exclusions are the most effective way to support learners with SEND, and we will always try to adapt and personalise provision for all our learners in order to ensure that they are always able to access education.

In exceptional circumstances it may be necessary to exclude a learner for a fixed time period and this would always be considered very carefully.

Only the Head of Site has the power to exclude a pupil from school.

Refer to New Bridge Exclusions Policy for further information.

## **18. Monitoring of behaviour**

We need consistent behaviour management throughout the school, appropriately adapted to the age/ability of the learner. This is partly achieved through monitoring and reflection. All instances of behaviour that challenges should be recorded on CPOMS.

Planning, monitoring or reviewing behaviour involves regular discussions by class staff, contact with families, pupils and other agencies, and reviews of positive behaviour plans. Behaviours are monitored, patterns of behaviour highlighted and information collated to inform future plans .

The school keeps detailed records of behaviour incidents and plans. The class teacher records minor classroom incidents and forms are analysed regularly. All behaviour incidents recorded on CPOMS are actioned daily and analysed by SLT fortnightly to highlight any patterns. This is discussed with relevant staff and /or the Behaviour lead to offer appropriate support.

The Head of Site monitors the effectiveness of this policy and reports to the Governing Body making recommendations for improvements.

## **19. Health and Safety**

It is the responsibility of all staff to report any issues/injuries without delay to a member of the senior leadership team and to record on CPOMS. These will be followed up as appropriate.

## **20. Professional development**

Staff will be given information and advice on behaviour strategies through in-house training or external training where appropriate. This includes Team Teach training at the appropriate level where needed.

## **21. Links with other policies**

This policy should be read in conjunction with the following policies:

Anti-Bullying

Safeguarding and Child Protection

Staff Code of Conduct

E-Safety

Exclusions

Health and Safety

Home /School agreement  
Restrictive Physical Intervention  
Allegations of Abuse against staff  
Whistleblowing  
Compliments and Complaints  
First Aid  
Supporting pupils with medical conditions

## **22. 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

This policy will be monitored through the MAT's accountability framework.

