

Hawthornden Behaviour Policy – Our Beliefs and Values

At Hawthornden we want all members of our school community; children, parents, carers, visitors and staff to feel welcome, valued and like they belong. We believe that 'it takes a community' to raise a child and that we all have a responsibility to make sure that our children have the skills and attitudes to make a positive contribution to our community. We believe in being a living example of the sorts of adults we want our children to be; calm, kind and positive with high expectations of ourselves.

This is encompassed by our three school rules:

- Be safe
- Be fair
- Work hard

We expect all children at Hawthornden to follow these rules, not just in school but while at home and within our community. They are underpinned by our PRIDE values:

Positivity Respect Inclusion Determination Empathy

We are a nurturing school and teach with a balance of the two nurture pillars – care and challenge – at all times.

Care	Challenge
Warm, caring, kind, loving, supportive, welcoming, understanding, empathising, positive.	Firm, strict, clear boundaries and rules, very high expectations, consistency.

The vast majority of our pupils find it easy to follow these rules and live up to these expectations. However, for a variety of reasons, not all pupils find this easy and as much as it is our job to support children who struggle with reading or maths, it is our job to support and teach children how best to behave. We do not believe that punishment, shame or making a child feel bad teaches them how to behave. We believe you have to set clear boundaries, have high expectations and natural consequences if these are not met such as a conversation during part of break or lunch, writing a letter of apology or a follow up consequence at home. We do believe that children have to take responsibility for their actions and work to make amends to whomever they have affected. Research show that is the certainty of a sanction not it's severity that makes a difference in children changing their behaviour. Deciding on an appropriate sanction will be based on their age and developmental stage.

We believe in recognising and celebrating our pupils who not only follow our rules but go 'above and beyond'. We do this with certificates, stickers, postcards, phone calls, reward times and praise.

We believe in 'PIP and RIP' – Praise in Public, Reprimand in Private. This means that the children who are behaving well are the ones highlighted during learning time and poor choices or distressed behaviour are dealt with separately and have less affect on the learning of the class.

Wherever possible, it should be the adult who has witnessed or been affected by poor behaviour choices who should follow up with the consequences.

We expect our teachers to work together with their class to create rewards and sanctions that support good behaviour and create an atmosphere of high expectation. Some may choose to use the 'Ready to Learn' Framework (see below), while other teachers use alternative strategies.

Ready to Learn Framework:

Behaviour - Warning - Timeout in class - Timeout in another class - SLT Intervention

Whichever rewards and sanctions are used in class, they need to be discussed, agreed, clear and displayed to ensure a consistent response from all adults who work with the class and to ensure that all children understand the rewards and consequences for good and bad behaviour. Some children will need more personalised support with this and a behaviour plan would be created by the class teacher and SLT lead and agreed with the pupil and parents. Again, this would be shared with all adults who work with that pupil to ensure a consistent response.

There are some behaviours that would require SLT support immediately, such as violence, racism or vandalism. These will always result in a phone call home and an appropriate 'community payback', such as litter-picking, dining room support or preparing resources and a restorative conversation with the person or people affected. Some incidents will require more intensive sanctions and could result in an exclusion if, in line with council policy, it was deemed necessary. We work closely with parents and carers and expect their support in teaching their children to follow our rules. This might involve a meeting with their child, a phone conversation, a follow up sanction at home or coming into school to help support their child in class.

We have a number of different supports in place in school to help children who find it very tricky to follow our rules or show distressed behaviour such as, nurture sessions, social skills groups, play therapy, 1:1 trusted adult time.

We understand that not all children come to school able to regulate and control their emotions. We use a system called 'Zones of Regulation' across Hawthornden to explicitly teach our children how to recognise and deal with their emotions and support them with strategies to feel calm and 'ready to learn'.

We make use of restorative conversations to allow children to reflect on their behaviour and to give adults or children who has been affected to explain how they feel and how it has affected them.

We believe this is the best way to support all our children to be the best they can be, but this needs to be a consistent approach from all the adults in our children lives and will only work if all parents and carers back us up and continue the same approaches out of school.

Playground

We expect all our children to continue to follow our school rules of; Be Safe, Be Fair and Work (or Play!) Hard in the playground. We use a number of strategies to support the minority of our children who can struggle to follow the playground rules, such as a supporting adult, a zoned play space, shortened unstructured time or an alternative break time. We encourage our playground staff and support staff to take the lead on playground behaviour in enforcing our framework:

Scale	Behaviour	Consequence
1	Rudeness, swearing, not following an adult instruction	Warning 2 minutes standing with the adult 5 minutes loss of the next break SLT
2	Violence - low level (over exuberance, part of a game that got out of hand, football scuffle etc)	Warning 2 minutes standing with the adult 5 minutes loss of the next break SLT
3	Violence - high level Swearing at someone abusively	SLT Loss of next break and a phone call home Phone call to 101 for police support Written disciplinary warning Second incident - exclusion

