



Positive Relationships & Behaviour for Learning Policy

Approved by the Management Committee
Hawkswood Group

Date of Next Review: July 2025
Ratified: July 2023

The Hawkswood Group Positive Behaviour and Relationships Policy



At The Hawkswood Group we believe that we are a community and everyone who is part of that community, in whatever way and for however long, deserves to be treated with a trauma informed approach; with care, respect and understanding. We believe in building on a foundation of positive and nurturing relationships.

The ethos of the Behaviour Policy will be that children and young people respond best by positive reinforcement of those behaviours we find acceptable and clear consequences for children displaying those behaviours that do not meet our agreed high standards.

Alongside an ethos intrinsic to the school that children and young people are supported and encouraged to demonstrate positive behaviour, there is recognition that there will be situations when teaching staff will be required to exercise reasonable control to prevent a high risk escalation. Everybody is responsible for the safety of children and young people and there may be occasions when it is necessary for all trained staff to intervene to safeguard the welfare of a child where their behaviour places other children or adults at risk.

Our pupils are referred via the Fair Assess Panel (FAP) or through SEND consultation and typically comprises of disaffected young people who have experienced failure and broken relationships within the education system or children and young people who have experienced varying degrees of social, emotional and mental health. The aim of the placement is to enable pupils to sufficiently adjust their behaviour and attitude to enable them to reintegrate into mainstream education, or, another appropriate provision.

Where poor behaviour occurs there is a clear, fair and consistent set of strategies to follow.

In conjunction with this, we recognise that the quality of teaching, assessment and monitoring are essential ingredients in producing high standards of behaviour, as is working with parents/carers and other agencies.

Aims and Objectives

Our overall aim in the management of behaviour is to create an environment of mutual trust and respect, where children and young people's self-esteem is raised and they learn how to make progress.

Our priority is to promote positive behaviour by:

- Creating an atmosphere in which children and young people feel safe and secure, both physically and emotionally
- Quality first teaching and the provision of a stimulating, challenging and relevant curriculum matched to individual needs
- Encouraging and maintaining the highest standards of behaviour in pupils to prepare them for a successful future by promoting positive life and employability skills
- Developing a sense of self-discipline and helping children take responsibility for their actions and develop their emotional regulation skills
- Helping children develop social skills and build resilience
- Dealing with unacceptable behaviour promptly, fairly, consistently and in a structured and predictable way
- Working cooperatively and collaboratively with parents/carers and other professionals
- Using a restorative approach to re-build broken or damaged relationships

This Policy is written in conjunction with other policies including:

- SEN
- Anti-Bullying
- Safeguarding Policy
- Harmful and Abusive Behaviours

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Relationships in the school are based on mutual respect and inclusion to promote the dignity and worth of each member of the Hawkswood family. Expectations based on our vision and our all-encompassing 'expectations' (see appendices for details) are made clear to all students and their families, explaining and reinforcing, as the occasion arises. These expectations are discussed in our initial admissions meeting with the student and their family.

This Policy and our behaviour management strategy are written with these core beliefs and aims in mind:

- **A consistent approach to behaviour management:** Behaviour is addressed as a whole school issue with clear and explicit boundaries. Certainty and inevitability will be created around the process (consistency).
- **Quality classroom management, learning and teaching:** Teachers will plan and prepare lessons which are lively and challenging, and engage and motivate pupils to learn.
- **Use of behaviour strategies and the teaching of good behaviour;** All staff will be good role models and constantly reinforce the behaviours we are striving to promote.
- **Pupil support systems:** Where an additional need is identified, children may be supported by various additional professional sources. These include:
 - EP
 - Chance UK (mentors)
 - EWO
 - CAMHS
 - Early Help/Social Services/Youth Offending Team
 - Social inclusion Team
 - SALT
 - Spark2Life (mentors)
 - Aspire Higher
- **Staff development and support:** Staff will be expected to undertake CPD in trauma informed approaches, restorative approaches, de-escalation and positive behaviour management, either individually or as part of whole school training. All permanent staff will be provided with de-escalation and positive handling training which will be refreshed routinely as required.

On a day-to-day basis staff are encouraged to recognise signs of stress in colleagues e.g. shouting at a pupil. If staff feel that a colleague is experiencing stress they should, in the first instance, arrange cover for that member of staff to take a break and then alert a senior leader. Senior Leaders have a duty of care to all members of the school community and recognise stress to be an inevitable part of our jobs and regard it as a matter of staff well-being. Senior leaders will address such situations sympathetically.

- **Liaison with parents and other agencies:** We are committed to engaging with parents/carers and building an honest partnership. We ensure parents/carers understand their own responsibilities in respect of their child's behaviour and support the school's behaviour policy.

Communication with parents/carers is frequent and is completed at Hawkswood Primary through children's Home-School Communication Book ('Blue Book'), and across all schools through telephone calls, emails, and meetings with parents. Other professionals are involved on a needs basis.

At Hawkswood Primary children and parents will be sent 'Hawkswood Hero's' postcards which enable staff to share with children and families occasions where children have excelled in their work, growth mindset and behaviour.

At Burnside, form tutor teams are expected to contact parents/carers regularly either by phone or through the teachers2parents text system, at least weekly, in order to communicate what their child's day/week has been like. Communication should combine positive feedback with any need to update the parent/carer about concerns that may have arisen. We view the involvement of parents/carers as an intrinsic part of the child's progress in school. All calls are logged in tutor call logs.

- **Managing pupil transition:** a structured reintegration process is in place to manage children's transition from our schools to mainstream, Alternative Provision or special school. Schedules are both gradual and personalized to the child's strengths. All young people have an Individual Education Plan which is reviewed regularly.
- **Organisation, resources and facilities:** The building at Antlers Hill is shared between Hawkswood Therapeutic and Hawkswood Primary PRU. The building is large and each provision is discreetly housed with shared use of the main hall for P.E. and lunchtimes.

Each class team in Hawkswood Primary consists of no less than 1 qualified teacher and 1 Learning Support Coach.

Hawkswood Secondary classrooms are supported by a teacher and where appropriate a Learning Support Coach supports across the school. A Lead Therapist manages a team of student Social Workers, Trainee Mental Health Nurses and Trainee Therapists to support mental wellbeing across the Antlers Hill site.

All classes at Burnside are also supported by a qualified teacher and a learning support coach.

- **Rewards and consequences:** There is a clear system of consequences and rewards. However, we place a strong emphasis on the positive reinforcement and "catching children being good" i.e. the vast majority of the interactions are focused on what people do well, rather than the mistakes they make. All staff focus on proactive prevention and behaviour management strategies along a continuum (least to most intrusive).

Consequences

As stated above, we always aim to focus on the positive, but there will be times when poor behaviour occurs and so there has to be a clear, logical, well planned structure for dealing with such situations.

It is essential that all children, parents and staff understand this framework and its consequences. At all times the intention of the policy is to keep all members of our school community safe, stop unacceptable behaviour and allow for the student to recover, to learn from mistakes and take responsibility for their choices and to modify behaviour.

Structure of consequences

For the structure to work it is essential that consistency and flexibility work in harmony. When a particular misdemeanor takes place an identified consequence or range of consequences must follow. The identified consequence is not open to negotiation or debate. This is the key area of consistency.

Once the consequence has taken place it is up to the member(s) of staff concerned to decide upon an appropriate 'follow-up' strategy with each child's case being viewed in an individual sense. This is the key area of flexibility'.

Full details of the structure of consequences can be found in appendix 4.

At Hawkswood Primary 'Reward Time' is built into our daily routine through ten minutes Motivation time immediately before Lunch and 25 minutes 'After School Club' at the end of each day. Loss of reward time is one of the most powerful influences on the behaviour choices our pupils make. Children who have a poor attitude towards the school community, or chose not to participate in a positive way in lessons, will lose a proportion of their after school club as a consequence. The amount of time they lose will be proportionate to the poor behaviour they demonstrate and accumulative to reflect the duration, frequency of intensity of the poor behaviour.

In the nurture group there is an emphasis on the systematic teaching of behavioural and social skills and learning through play. Rewards and sanctions are issued immediately following a situation so that the child is able to work through the cause as well as their feelings and thoughts before during and after an incident. Sand timers, calm stance, calm talking, planned ignoring and Time Out are some of the strategies used to manage unwanted behaviours.

At Hawkswood Secondary lunchtime detentions are used as part of the consequences framework.

At Burnside Secondary, consequences can include break or lunchtime detentions or time spent working 1:1 in Internal Reflection or Block support. We also seek to involve parents/carers and will regularly invite them into meetings with their child in order to re-set expectations or address any concerns we may have.

Incentives and rewards

These include, but are not restricted to:

- Acknowledgement, praise and affection
- Recognition from senior staff
- Celebration & acknowledgement in Achievement Assembly
- 10 minutes motivation/free choice time before lunch each day*
- 25 minutes of after-school club daily*
- 'Hawkswood Hero's' postcards or phone calls to parents/carers*
- Head Teacher's 'Special Rewards' in recognition of exceptional 'whole class' behaviour, usually in difficult circumstances, or outstanding personal progress in self-managing behaviour.
- End of term trips
- Jack Petchey awards

*** Motivation time & after school club**

At Hawkswood Primary, at the end of each day the children have a choice of after school clubs: one active, one slower paced. Their purpose of after school club is to incentivize the children to make good choices about their behaviour and reward those who have a good attitude to school life.

Hawkswood Secondary are currently creating a new praise and rewards system.

Burnside Secondary commit to regularly reviewing rewards with both staff and students

• De-escalation strategies

All permanent staff have under-taken Team Teach training. The emphasis of this training is heavily towards de-escalation techniques. To this end, we always endeavour to prevent escalation of high-level behaviour. The following list is some of the techniques used across our schools.

- Calm voice
- Calm stance
- Respect for personal space
- Reminding children/young people of their successes
- Reminding children/young people of their choices
- Giving children/young people 'take-up time' to think about their choices
- Using a sand timer so children 'see' the time available (Primary)
- Offering child access to an alternative adult (when appropriate)
- Offering an option of going to a thinking area or safe space (outside of class, central area)
- Offering an option of 'a thinking walk', typically outside

This list is not exhaustive and individual staff will bring their own personal skills and qualities to each situation.

• Restorative conversations

Following incidents we use a restorative approach to restore the emotional atmosphere between those involved and repair relationships which may have been damaged during conflict. This involves a conversation to explore:

W – What happened? (to me and others at the time)

A – Who, when and what was affected, how did it make people feel?

R – What do I need to do to repair things and put the situation right again? When can this happen?

M – How do we move forward? How can we try to ensure this doesn't happen again, what do I need to start/stop/stay doing? What should happen next?

Confiscation of inappropriate items

When children join any school in The Hawkswood Group parents are informed that children are not permitted to bring any personal belongings into school unless specifically requested in writing from a member of staff. This blanket ban eliminates the distress caused by loss or damage of personal property.

If personal property is brought into school then the child or young person is asked to take it home and not bring it back in the first instance. If the item is of value it will be handed to a senior member of staff for safe keeping until home time. If a child repeatedly brings personal items into school parents will be contacted and reminded of our agreement not to bring items in from home.

If a child or young person continues to breach this agreement then items will be given to the Head Teacher who will contact parents and request that they make an appointment to meet with the Head who will return the items directly to the parent.

Searching Pupils suspected of having Prohibited Items

At Burnside daily safety checking takes place as part of the morning arrival routine. All students are safety checked and 'wanded' as soon as they arrive. Periodically, and without prior notice to students, Safer Schools Police Officers set up a knife arch, which all students have to walk through in order to check for dangerous weapons.

At Antlers Hill daily spot checks are carried out on bags and coats, where a child has a specific risk assessment for carrying prohibited items, or items which could be used as a means of self-harm, pupils are searched and wanded daily.

Across all of the Hawkswood sites, if it is suspected that a pupil has brought a more serious 'prohibited item' into school the child or young person will be asked to hand such item over to a senior member of staff, in the presence of an additional member of staff as a witness.

If the pupil refuses to hand items over, the child or young person will be asked for permission to search their bags and outdoor clothing. Should the child refuse then the Head reserves the right to search bags and outdoor clothing without consent. This job may be delegated to another member of staff by the Head and will always take place in the presence of an additional member of staff who will act as a witness.

If staff have good reason to believe that a child may be carrying prohibited items about their person, and the child refuses to co-operate with staff by handing items over, then the school reserves the right to use reasonable force whilst a search takes place. However, if it is suspected that the child is carrying illegal items, a weapon or any other dangerous item, likely to cause harm to staff or the pupil during a restraint, then the search will be conducted by the police to reduce risk of harm.

Prohibited items which can be searched for are:

- 1) Knives or weapons, alcohol, illegal drugs and stolen items; and
- 2) Tobacco and cigarette papers, fireworks and pornographic images; and
- 3) Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
- 4) Any item banned by the school rules which has been identified in the rules as an item which may be searched for. This includes mobile phones and similar devices.

Physical Intervention/use of 'reasonable force' (Behaviour Policy Statement)

Parents and pupils are informed on their pre-admission visit of the occasions when physical intervention or positive handling may be necessary in school. Every effort will be made to avoid the use of positive handling, however as a final resort positive handling may be used.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. Force is usually used either to control or restrain. This can range from guiding a

pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

The decision on whether or not to physically intervene is down to the professional judgment of the staff given the individual circumstances. All permanent staff at the PRU have regular de-escalation and positive handling training.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the learning and or behavior of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

Inclusion & Safety Plan

Every child who attends a school within The Hawkswood Group will have an IEP, which includes an inclusion and safety plan. IEP's will initially be created by mainstream referring schools, but will be updated termly (or when required) by class teachers and form tutors. These will set out the agreed techniques, in consultation with the child and parents/carers, used to manage the child in a school setting. Any planned use of physical intervention will be clearly documented and compatible with the child's needs.

Pupils leaving the premises

Pupils threatening to leave the school should will be supported by an adult and encouraged to explore the reasons behind their choices as per the behaviour and support framework. With non-engagement in adult support or persistence in trying to leave the site the child or young person should be informed of the likely consequences and attempts made to dissuade them from embarking on such a course of action.

Once he/ she /they have left, parents or carers should be contacted after a search of the school grounds has been conducted. If the pupil is found, they will be encouraged to return. Pupils should not be chased, if they cannot be found, the incident should be reported to the Head Teacher and /or Deputy. Senior staff will contact the police if the child exits the school ground and looks unlikely to return.

Safeguarding

At all times, staff will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary. (DfE guidance 'Behaviour and discipline in schools: Advice for head teachers and school staff (January 2016).Section 18, p7)

Monitoring and review

- The policy will be evaluated each year by the Head & Deputy along with other teaching staff.
- Evaluation will include: effectiveness, ease of implementation, identifying any amendments needed and additions required to the policy as a result of legislation changes.
- Teachers should ensure that they are confident with the subject matter and inform the Head and Deputy of their training and support needs.
- The Head and Deputy should ensure that they are well-informed of current ideas and abreast of developments in Behaviour Management by attending appropriate courses, liaising with the Senior Management team, EP and other professionals. They should disseminate gathered information to colleagues.

This policy has been written with regard to:

- Education Act 1996
- School Standards and Framework Act 1998

- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011
- The Schools (Specification and Disposal of Articles) Regulations 2012
- Health and Safety at Work etc. Act 1974
- Children and Families Act 2014
- SEND Code of Practice 2014
- Behaviour and discipline in schools 2014
- Safeguarding and Child Protection policy – with COVID 19 addendum
- Keeping Children Safe in Education
- Online Policy
- SEND Policy
- Health and Safety policy
- Coronavirus (COVID-19): guidance on vulnerable children and young people

Appendix 1

Physical Intervention (Behaviour Policy Statement)

Parents and pupils are informed during their pre-admission visit of the occasions under what circumstances physical intervention may be necessary at The Hawkswood Group.

This revised guidance for schools in England replaces and supersedes **DfES Circular 10/98** with the same title. It updates and expands that earlier guidance, particularly in the context of the **Education and Inspections Act 2006**, (confirming the statutory power of school staff to use such force as is reasonable in certain circumstances), and the Violent Crimes Reduction Act 2006, (enabling head teachers and staff authorised by them to search pupils without their consent for weapons).

The likelihood of situations arising where force may be required should be reduced through:

Creating a calm, orderly and supportive school climate minimising the risk and threat of violence of any kind. Adopting a whole-school, trauma informed approach to developing social and emotional skills.

When is it reasonable to use force?

Factors influencing this judgement include:

- the seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used
- the chances of achieving the desired result by other means
- the relative risks associated with physical intervention compared with using other strategies
- reasonable force should be used when absolutely necessary and proportionate to the situation.

The government strongly advises schools not to search pupils when resistance is expected or possession of a weapon, but rather to call the police. For more detailed advice, see '[Searching for weapons](#)'.

Educational staff are not allowed to use corporal punishment under any circumstances. This has been unlawful in the maintained sector since 1987 and in all sectors (including independent schools) since 1999.

School guidance on using de-escalation techniques

Use your voice first: **verbal instructions should be given before and during any physical intervention.**

Use force only when necessary and proportionate to resolve the incident: **this should be the minimum force required, lasting for the shortest practicable time - the purpose should be restraint and the reduction of risk.**

Do not strike blows or retaliate against pupils: **to do so would exceed your authorisation to intervene, and create a significant risk of an allegation of assault being made.**

What the law says

School staff can use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility what would be an offence for an older pupil) 1;
- causing personal injury to, or damage to the property of, any person (including the pupil himself);
- prejudicing the maintenance of good order and discipline at the school [see ** below] or among any pupils receiving education at the school, whether during a teaching session or otherwise. (Section 93 of the Education and Inspections Act 2006 makes it clear that force may be used to prevent behaviour that prejudices the maintenance of school discipline regardless of whether that behaviour would also constitute a criminal offence.)

* Staff to which this power applies are:

- any teacher who works at the school;
- any other person whom the head has authorised to have control or charge of pupils, including:

- support staff such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors;
- people to whom the head has given temporary authorisation to have control or charge of pupils (e.g. catering or premises staff), and unpaid volunteers (e.g. parents accompanying pupils on school-organised visits).

** The power may be used where the pupil (including a pupil from another school) is on school premises or elsewhere in the lawful control or charge of the staff member (e.g. on a school visit). It is unlawful to use force as a punishment (which would fall under the definition of corporal punishment, abolished by the Education Act 1996).

Positive handling in risk assessments

Risk assessments will be developed by senior leader and class teachers and will form part of IEP inclusion and safety plan. These will set out the agreed techniques, in consultation with the child and parents/carers, used to manage the child in a school setting. Any planned use of physical intervention will be clearly documented and compatible with the child's needs.

¹ The age of criminal responsibility is currently 10 in England. For further information (and much else) provided by the National Youth Agency, see: <http://www.youthinformation.com> > Justice & Equality > Crime > Age of criminal responsibility.

Appendix 2

Weapons Guidance

Introduction

The Government, as part of its measures both to reduce violent crime and to maintain safety in schools, wants schools to be able to screen individuals or groups for a knife or any other weapon. The Department for Education and Skills Minister announced on 16 October 2009 that a school has the power to ask pupils to undergo screening, when the school has reasonable suspicion.

The main purpose is to ensure that schools maintain a safe and secure environment for pupils and staff alike. The Government would like to see a range of activities that complement these new measures; including improving behaviour programmes, curriculum opportunities for learning about responsibility, conflict, and safety; and other DfES programmes for young people.

The Violent Crime Reduction Act makes it an arrestable offence to carry an offensive weapon in public without lawful authority, or to carry in public any article with a blade or which is sharply pointed without good cause. It is an offence to carry an offensive or knife on the school premises.

Scope of Power

Schools can require pupils to undergo screening for weapons *without* suspicion and without consent. Where a school decides screening may be useful, the Government recommends occasional screening of randomly- selected pupils or screening of all pupils on entry only in exceptional circumstances.

If a pupil refuses to be screened, the school may refuse to have the pupil on the premises or on an offsite activity. (It is recorded as an unauthorised absence if the school has not excluded the pupil).

Practical Aspects of a Search

The Headteacher and any authorised member of the school staff (this includes anyone authorised by the head teacher), if they have reasonable suspicion, can conduct a weapons search without consent where there are reasonable grounds to suspect the possession of a weapon.

On occasions when this occurs the person carrying out the search must be the same sex as the student and the search must be carried out in the presence of another adult also the same sex as the student.

The student will not be required to remove any clothing other than their outer clothing and if the student's possessions are searched this must also be done in the presence of another adult. The search may be carried out on school premises or any other place where the student is under control of a member of staff. A metal detecting device may be used at this time.

Any weapons found may be confiscated and this should be passed on to the Police as soon as possible.

Training

No staff should undertake a search without previous training. The Government suggested guidance can be found at www.skillsforsecurity.org.uk.

Authorisation

A Headteacher needs no authorisation to conduct a weapons search without consent. Other school staff can be authorised to search by the head teacher. However a head teacher may not direct a member of staff to carry out a search.

After a search

If no weapon is discovered by a search, the school can decide to take no further action, but should still:

- Briefly record the outcomes;
- Inform the schools governing body annually of how many searches or screenings took place under the school's policy, and the results.

Power to seize

The searcher can seize any knife or offensive weapon or anything that can be used as an offensive weapon. If an item is seized, the police should be called. If the police say they will come to the school to question the pupil, staff should guard the pupil with reasonable force as necessary until the police arrive.

Appendix 3

Pupils' conduct outside the school gates – teachers' powers

What the law allows:

- Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable” 7 – see paragraph Appendix 1
- Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.




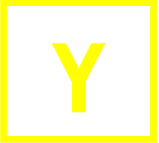


Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Please note that at Hawkswood Primary this also applies to children who travel to and/or from school on SEN transport.

Appendix 4 – Hawkswood Primary Structure of consequences

<p>Ready to learn: A Hawkswood Hero</p> 	<p>Positive reinforcement and praise Tokens Good news shared with the class, SLT and home – phone call to parents/carers and good news postcards Headteachers award and invitation to Hawkswood Hero party</p>
<p>Level 1: Reminder</p> 	<p>Firm and clear tone – this is a reminder Positively reinforce expectations and remind the child of their choices and potential consequences. “I know you can...(name the desired behavior), when I see you...then I will know you have got back on track” Allow the child one minute, ‘take up time’ to consider their choices before proceeding to level 2, if necessary.</p>
<p>Level 2: Verbal warning</p> 	<p>Firm and clear tone – moving to a warning Positively reinforce expectations and remind the child of their choices and potential consequences. Check for understanding and clarifying what happens should they choose not reach those expectations. Allow the child one minute, ‘take up time’ to consider their choices before proceeding to level 3, if necessary. Record V on the daily behavior record.</p>
<p>Level 3: Yellow</p> 	<p>Firmer and clear tone – yellow Remind the child of their choices and potential consequences of choosing not to behave as expected – 1 minute from motivation / afterschool club Allow the child one minute, ‘take up time’ to consider their choices before proceeding to level 4, if necessary. Record Y1 on the daily behavior record.</p>
<p>Level 4: Red</p> 	<p>Be clear with the child that they have chosen to receive a consequence of losing 5 minutes of their reward time. This will be recorded on the child's individual daily behaviour record/tick chart as R. Make it clear to the child that they may still choose to follow the instruction but if they chose not to then the process will start again from Level 1 and the lost time will accumulate. Children will ‘pay back’ time for their poor choice in the same day and continued days if payback minutes exceed the days motivation or after school club minutes.</p>
<p>Level 5: Stripe</p> 	<p>If a child exhibits high level behaviour (as shown on the behaviour hierarchy list) They will receive a Stripe; this will be recorded on the child's individual daily behavior record/Tick Chart as S. Make it clear to the child that they have lost 15 minutes their motivation time/after school Club, during which they will be given an opportunity to make amends or ‘pay back’.</p>

Level six: Serious incidents

Staff will produce a detailed report of the incident including the build-up to the event. The Head and or Deputy will discuss the matter with all parties involved and consider the evidence before making a decision about an appropriate consequence and how amends should be made. The outcome will be recorded in detail and discussed with parents/carers.

Such Consequences may include:



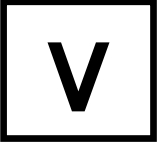
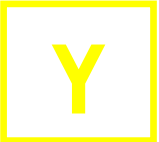


- **Loss of playtime/outdoor activities:** may occur following any behaviour which the Head Teacher deems to pose a significant risk to the welfare of the of the children & adults.

- **Withdrawal of access to the school IT system:** if the pupil misuses it by, for example, deliberately accessing an inappropriate website, in breach of our Acceptable Users Policy signed upon admission.
- **Withdrawal from off-site activities:** withdrawal from off-site activities is an extremely serious consequence which we expect to use very rarely. It will only occur following any behaviour which the Head Teacher deems to pose a significant risk to the welfare of the children & adults
- **Financial recompense:** parent are expected to agree to support this consequence, applied in response to deliberate damage to school property, or damage as a result of reckless behaviour. Parent will be made aware of this upon admission and will be contacted for recompense should the need occur.
- **Fixed-term internal withdrawal:** Internal withdrawal is an extremely serious consequence, which we expect to use very rarely. It may occur following a serious threat of danger which poses a significant risk to the welfare of the children (such as persistent bullying), or repeated high-level disruption of teaching and learning when the child has chosen not to respond to less intrusive consequences.
- **Contact Safer Schools Officer or other agencies:** In the event of a serious offence e.g. physical assault, Hate crime, drugs, weapon or Gang related behaviour, the Head teacher will consult the Safer Schools Liaison Officer (and other external agencies, as appropriate) to put support in place and address the behaviour with a long-term approach. Parents/carers will be contacted.
- **Fixed term suspension / permanent exclusion:** This will always be a last resort and only evoked when all else fails. A fixed-term suspension might be considered necessary so that the school can hold a professionals meeting to review level support in place for the child in order to support their return to school. In cases where behavior is extreme, the exclusion may be permanent.



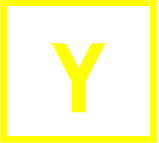


Making amends 'pay-backs'

Children who have lost some or all of their After School Club time (see Structure of Consequences) will go to 'Pay-Backs'. During this time the children will be expected to complete any work they chose not to complete as a result of poor behaviour. If a child has hurt a member of the school community or deliberately damaged school property they will be set a task to complete in order to make amends for their actions. This may be/include a sorry letter addressed to person(s) hurt. When the child has completed the amount of consequential time they have lost they will be able to join one of the daily clubs. If a child has accumulated 25 or more minutes of 'pay-back' time they will not be able to join a club on that day, or until they have 'paid back' the total amount of time lost.

Appendix 5 - Hawkswood Primary child friendly rewards and consequences visual reminder

<p>Ready to learn: A Hawkswood Hero</p> 	<p>I am a Hawkswood Hero when: I am in school everyday and on time I listen carefully and follow instructions Treat others with respect and kindness both in and out of class Work to the best of my ability and show a growth mindset Use the internet safely Ask for help when I am stuck or need support Sit in my chair when expected in class and during mealtimes</p>
<p>Level 1: Reminder</p> 	<p>A grown up will help me think and make better choices by reminding me if: I choose to be out of my seat, calling out or distracting others from their learning I choose to use inappropriate language (not aimed at others) I choose to challenge instructions or refuse to do learning I choose to use unkind words I choose to use equipment unsafely</p>
<p>Level 2: Verbal warning</p> 	<p>A grown up will help me make better choices by giving me a verbal warning of the potential consequences and take up time if: I choose to repeat any of the above actions despite support I choose to threaten the safety of myself or others I choose not to accept support of grown ups</p>
<p>Level 3: Yellow</p> 	<p>A grown up will support me, with take up time, and make clear the consequences if my choices if: I continue to choose to repeat any of the above actions despite support I continue to choose to threaten the safety of myself or others I continue to choose not to accept support of grown ups I will 'pay back' 1 minute of motivation time or after school club, this can accumulate if I choose not regulate my emotions or ignore support.</p>
<p>Level 4: Red</p> 	<p>A grown up will immediately support me and make clear the consequences if my choices when: I continue to choose to repeat any of the above actions despite support I choose to cause harm to or aggressively threaten others I choose to use inappropriate language (aimed directly at others) I continue to choose not to accept support of grown ups I will 'pay back' 5 minutes of motivation time or after school club, this can accumulate if I choose not regulate my emotions or ignore support.</p>
<p>Level 5: Stripe</p> 	<p>A grown up will immediately support me and make clear the consequences if my choices when: I continue to choose to repeat any of the above actions despite support I choose to deliberately cause harm to others or engage in fighting I choose to use highly disruptive behavior which could endanger others I persistently choose to use offensive/abusive language I choose to incite or engage in racist, religious or homophobic incidents I continue to choose not to accept support of grown ups I will 'pay back' 15 minutes of motivation time/ after school club, this can accumulate if I choose not regulate my emotions or ignore support.</p>
<p>Level 6: Serious incidents</p>	<p>I will immediately be supported to see the Headteacher or Deputy Headteacher if: I choose to plan (premeditate) harm to another person I choose cause extensive damage to school property I choose to be unsafe or cause others to be unsafe I will loose the privilege of being part of the school community for a fixed or permanent period of time and my parents/carers will be contacted. I may be sent home. I will engage in restorative justice to repair the relationships which may have been affected by my choices.</p>

Appendix 6 – Hawkswood Secondary Structure of consequences

<p>Ready to learn:</p>	<p>Positive reinforcement and praise (1:1 rather than in front of the class) Phone call to parents/careers and good news postcards/emails</p>
<p>Level 1: Reminder</p> 	<p>Firm and clear tone – this is a reminder Positively reinforce expectations and remind the pupil of their choices and potential consequences. “I know you can...(name the desired behavior), when I see you...then I will know you have got back on track” Allow the pupil one minute, ‘take up time’ to consider their choices before proceeding to level 2, if necessary.</p>
<p>Level 2: Verbal warning</p> 	<p>Firm and clear tone – moving to a warning Positively reinforce expectations and remind the pupil of their choices and potential consequences. Check for understanding and clarifying what happens should they choose not reach those expectations. Allow the pupil one minute, ‘take up time’ to consider their choices before proceeding to level 3, if necessary. Record V on the daily behavior record.</p>
<p>Level 3: Yellow</p> 	<p>Firmer and clear tone – moving to yellow Remind the child of their choices and potential consequences of choosing not to behave as expected – 10 minutes from free time at lunch Allow the pupil one minute, ‘take up time’ to consider their choices before proceeding to level 4, if necessary. Record Y on the daily behavior record.</p>
<p>Level 4: Red</p> 	<p>Be clear with the pupil that they have chosen a consequence of losing 20 minutes of their free time. This will be recorded on the pupil's individual daily behavior record/tick chart as R. Pupils will ‘pay back’ time for their poor choice in the same day (afternoon sessions the next day) and continued days if payback minutes accumulated exceed 30 minutes in a day.</p>
<p>Level 5: Stripe</p> 	<p>If a pupil exhibits high level behavior (as shown on the behavior hierarchy list) They will receive a Stripe; this will be recorded on the pupils' individual daily behavior record/Tick Chart as S. Make it clear to the pupil that they have lost 30 minutes their free time, during which they will be given an opportunity to make amends or ‘pay back’.</p>


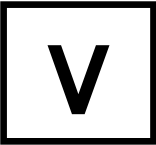
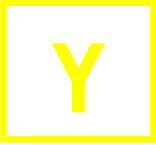


Level six: Serious incidents

Staff will produce a detailed report of the incident including the build-up to the event. The Head and or Deputy will discuss the matter with all parties involved and consider the evidence before making a decision about an appropriate consequence and how amends should be made. The outcome will be recorded in detail and discussed with parents/carers.

Such Consequences may include:

- Loss of freetime/outdoor activities
- Withdrawal of access to the school IT system
- Withdrawal from off-site activities:
- Financial recompense
- Fixed-term internal suspension & ccontact Safer Schools Officer or other agencies
- Fixed term suspension or permanent exclusion

Appendix 7 – Hawkswood Secondary pupil friendly rewards and consequences visual reminder

<p>Ready to learn:</p>	<p><i>I am ready to learn when:</i> I am in school everyday and on time I listen carefully and follow instructions Treat others with respect and kindness both in and out of class Work to the best of my ability and show a growth mindset Use the internet safely and appropriately Ask for help when I am stuck or need support Remain in class</p>
<p>Level 1: Reminder</p> 	<p><i>An adult will help me think and make better choices by reminding me if:</i> I choose to be out of class, calling out or distracting others from their learning I choose to use inappropriate language (not aimed at others) I choose to challenge instructions or refuse to do learning I choose to use unkind words I choose to use equipment or the internet unsafely</p>
<p>Level 2: Verbal warning</p> 	<p><i>An adult will help me make better choices by giving me a verbal warning of the potential consequences and take up time if:</i> I choose to repeat any of the above actions despite support I choose to threaten the safety of myself or others I choose not to accept support of adults</p>
<p>Level 3: Yellow</p> 	<p><i>An adult will support me, with take up time, and make clear the consequences if:</i> I continue to choose to repeat any of the above actions despite support I continue to choose to threaten the safety of myself or others I continue to choose not to accept support of adults I will 'pay back' 10 minutes of free time (no phone/ipad) and remain in the dinner hall with a member of staff at lunchtime, this can accumulate if I choose not to self-regulate or ignore support.</p>
<p>Level 4: Red</p> 	<p><i>A grown up will immediately support me and make clear the consequences if my choices when:</i> I continue to choose to repeat any of the above actions despite support I choose to use inappropriate language (aimed directly at others) I continue to choose not to accept support of grown ups I will 'pay back' 20 minutes of free time (no phone/ipad) and remain in the dinner hall with a member of staff at lunchtime, this can accumulate if I choose not to self-regulate or ignore support.</p>
<p>Level 5: Stripe</p> 	<p><i>A grown up will immediately support me and make clear the consequences if my choices when:</i> I continue to choose to repeat any of the above actions despite support I choose to use disruptive behavior which could endanger myself or others I persistently choose to use offensive/abusive language I choose to incite or engage in racist, religious or homophobic incidents I continue to choose not to accept support of grown ups I will 'pay back', 30 minutes of free time (no phone/ipad) and remain in the dinner hall this can accumulate if I choose not to self-regulate or ignore support.</p>
<p>Level 6: Serious incidents</p>	<p><i>I will immediately be supported to see the Headteacher or Deputy Headteacher if:</i> I choose to harm myself or premeditate harm to others I choose cause extensive damage to school property I choose to be unsafe or cause others to be unsafe <i>I may lose the privilege of being part of the school community for a fixed or permanent period of time and my parents/carers will be contacted. I may be sent home. I will engage in restorative justice to repair the relationships which may have been affected by my choices.</i> <i>I may need help from external services.</i></p>

Appendix 6

COVID 19 Addendum to the Positive Relationships Behaviour Policy April 2020

This addendum sits together with Hawkswood Primary Positive Relationships Behaviour policy. It is under constant review and will be updated in accordance with the swiftly changing circumstances relating to Coronavirus (COVID19).

During the current school closures, as a result of Coronavirus (COVID19), Hawkswood Primary PRU recognises the need to reassess the behaviour and relationships policy with the health and safety systems and procedures, to ensure that the protection of all students and staff remains robust and is underpinned by clear systems and procedures which reflect the changing circumstances.

This reassessment is based on the Government advice issued by the Department of Education throughout March, April and May 2020. This information will be shared with parents, carers, and partner agencies who will be advised regarding any interim changes to practice or procedures at this time.

The Department for Education is working very closely with all local authorities to ensure that children of critical workers and vulnerable children can, where required, attend a school or college. From the 1st June 2020 Primary schools can support the wider opening of schools to years R, 1 and 6.

The Department for Education current guidance states that if it's at all possible, children who can be safely cared for at home should stay at home. It states that social workers will work with parents to decide whether their child should go to school. Parents won't be required to take up a school place.

Vulnerable pupils refer to children who are supported by social care and those with safeguarding and welfare needs, including:

- Pupils with child in need plans
- Pupils on child protection plans
- Looked after children
- Young carers
- Disabled children
- Pupils with education, health and care (EHC) plans
- Support other children facing "social difficulties"

This addendum provides further guidance which sits alongside the current policy; ensuring appropriate systems and procedures for responding to and managing behaviour throughout Coronavirus (COVID19) period are in place. This addendum will be reviewed as new guidance is published and updated as current circumstances evolve.

The main aim of this the addendum to the Positive Relationships Behaviour Policy is to ensure that the risks of COVID-19 Virus transmission are mitigated, so as to minimise possible transmission, keeping both pupils and staff safe on site.

We will ensure that we treat all our pupils with equity and understanding regarding their emotional well-being and social needs. We are fully committed to working within the Nurture principles and framework, as described in our Positive Relationships Behaviour Policy. We also recognise that in order to keep both staff and pupils safe during COVID 19 whilst attending a provision on school site, we will have to introduce additional rules and subsequent procedures and consequences in order to affect the behaviour of our pupils.

Changes to the operational delivery of education and support:

1. There will be a reduction in class sizes to support with social distancing within the school building
2. We have adapted the school environment for social distancing measures, removing furniture, placing markers on floor etc.
3. We will be restricting movements around the school.
4. Timetable changes will support the ability to social distance throughout lunchtimes and breaks.

5. Limited PPE (Personal Protective Equipment) will be used when required.

Expectations of the school leadership team:

1. Regularly review and update the COVID-19 Behaviour and Relationships addendum.
2. Review on an on-going basis the school timetable.
3. Provide a safe space for a pupil to regulate if they are dysregulated and triggered – ensuring that there will be a 2-metre marker between the pupil and member of staff.
4. Monitor the instances of behaviours which breach the adapted behaviour policy and implement stated procedures and or consequences.
5. Have available PPE for staff to wear for positive handling.

Expectations of staff working on site. Staff will:

1. Provide pupils with support and COVID -19 information around risks and safety of others and expectations required of pupils. This will be through a series of class based workshops, practices facilitation groups.
2. Ensure transitions around the school are supported sensitively, but robustly, including school breaks and lunch times.
3. Have visual reminders of behaviour expectations, which are displayed across the school site.
4. Have regular communication with parent carers regarding their child's education and pastoral needs. Develop an individual behaviour plan with each pupil, so that needs and triggers are understood and identified, with supportive strategies in place to facilitate pupils to manage their behaviours.

Expectations of parent/carers: Parents and carers must:

1. Support their child to comply with the adapted behaviour policy addendum and code of conduct.
2. Not send their child to school if they display any symptoms of Coronavirus COVID19 (parents must understand that their child will be sent home if they show symptoms of Covid-19).
3. Inform the school if anyone in their household is displaying symptoms and is required to isolate or is diagnosed with COVID 19.
4. Both points above will require parents to keep their child at home to self-isolate and follow test and trace procedures as per government guidance.
5. Provide the school with a second emergency contact name and number.
6. Be contactable at all times during the school day.
7. Be aware that their child will be sent home if they breach the school behaviour policy in relation to social distancing and COVID19 safety measures.
8. The school will attempt to phone parents / carers and will send a text message to advise of this (if unable to reach by phone).
9. This will not count as a Fixed Term suspension but will be deemed a change in provision to 'Remote Learning Arrangements' as is in place across the rest of the school.
10. Support the school to ensure that everyone is safe in the school community, this includes, not coming into school where possible.
11. Parents/carers should engage in meetings with staff either through phone or video conferencing platforms where possible.
12. If a parent/carers has to come into school, they must follow the 2-metre social distancing rule

This behaviour addendum will be posted on our school website (parents notified by text to review the changes).

Expectations of pupils. Pupils must:

1. Follow social distancing rules at all times.
2. Follow personal hygiene requirements of washing hands regularly and using antibacterial hand gel.
3. Follow all guidance on minimising risks of virus transmission by taking measures to prevent aerosol transmission. This includes covering of mouth if coughing or sneezing. Using the guidance **Catch it, bin it, kill it.**
4. Any deliberate act which goes against this guidance (including spitting or coughing deliberately in close proximity to someone) will be taken extremely seriously with consequences put in place.
5. Treat others and the school environment with respect at all times.

6. Respect the health and well-being of all in the school community.
7. Follow the agreed rules.
8. Follow instructions from staff at all times in relation to their own health and safety and as well as the safety of others.
9. Behave in a safe and respectful manner at all times

Consequences:

If a pupil does not follow the adapted code of conduct, the following consequences will apply as part of a stepped approach:

Step 1: 1st incidence of non-compliance: Verbal warning with phone call home to parents

Step 2: 2nd incident of non-compliance: Pupil will be sent home. Parent/carers will be informed of decision for pupil to remain at home for an agreed period of time, using home learning resources (Education City, TimesTables Rock Stars and paper resources - at the request of the parent).

Zero tolerance – the following behaviours will result in pupils being sent home immediately.

- Spitting
- Physical challenge towards staff and their peers
- Possible wilful spreading of COVID 19 – e.g. purposely coughing on surfaces such as tables, chairs, walls, handles, doors, food etc.

Positive Handling During the COVID19 crises

Staff will be advised not to undertake positive handling including any guided safe touch. Unless absolutely necessary. Positive handling will only be carried out in a situation that presents as high risk and from 1st June with full PPE.

Risk Assessments and individual behaviour plans will be updated on an on-going basis as necessary.

Mental health and Well-being

We recognise that the adapted behaviour and relationships policy and procedures will be emotionally challenging for both staff, pupils and parents/carers, especially as our normal professional practice is to foster and nurture relational and nurturing approaches in our day to day contacts and communications with each other.

Our priority therefore is to reassure our pupils and families that we have them in mind and we will continue to be a trusted support during Covid19 crisis.

We will do this by:

- Personalisation - keeping every child's wellbeing in mind
- A balanced and thoughtful curriculum
- Maintaining good communications and connections between home and school
- Active and responsive Safeguarding
- Engaging parents – sustainability, wellbeing and protection from social isolation.
- Support from our wider team listening to pupils' stories and experiences, offering of bereavement support, remote CAMHS support, EP support for education and emotional wellbeing support, development and sharing of resources, equipping staff to develop strategies for pupils in supporting their emotional well-being and mental health.

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Teachers should be aware of this in setting expectations of pupils' work where they are at home. The Department for Education is providing separate guidance on providing education remotely and Hawkswood Primary staff will make reference to this.

Where Hawkswood Primary is working directly with children of critical workers and vulnerable children on site, we will ensure appropriate support is in place for them. Our guidance on mental health and behaviour in schools sets out how mental health issues can bring about changes in a young person's behaviour or emotional state, which can be displayed in a range of different ways, and that can be an indication of an underlying problem.

Support for pupils and students in the current circumstances may include existing provision in the school (although this may be delivered in different ways, for example over the phone) or from specialist staff or support services.

Other Policies and guidance this addendum relates to include:

- Safeguarding and Child Protection policy – with COVID 19 addendum
- Online Policy
- SEND Policy
- Health and Safety policy
- Coronavirus (COVID-19): guidance for schools about temporarily closing
- Coronavirus (COVID-19): implementing social distancing in education and childcare settings
- Coronavirus (COVID-19): guidance on vulnerable children and young people

Burnside Behaviour for Learning Expectations, Rewards and Consequences

Expectations

- Be kind and respectful
- Follow all staff instructions
- Be on time to school and punctual to all lessons
- Complete your learning to the best of your ability
- Have a growth mindset and listen to feedback - you can always learn more

Rewards

Level 1 Praise, positive feedback, phone call/ text home, postcard home

Level 2 Weekly attendance certificates, target card league prize for top 3 and most improved student. Weekly positive phone call/ text home

Level 3 Half termly subject, attendance and achievement certificates, merit certificates and prizes

Above and beyond: Student of the term based on consistent good attendance, good behaviour and good progress in learning

Consequences

Level 1: Reminder of expectations

Level 2: If behaviour continues, a verbal first warning will be given

Level 3: If behaviour still continues or escalates, same day break or lunch detentions will be put in place and a restorative meeting if needed.

Serious Incident: Isolation, internal withdrawal, fixed term suspension or permanent exclusion may take place. This would be followed by a meeting with parent/carer, a restorative meeting and clear agreements made about expected behaviour.