



**The Hawksmoor Learning Trust
("the Trust")
Behaviour Policy**

Policy name:	THLT Behaviour Policy
Version:	V1
Date relevant from:	September 2023
Date to be reviewed:	September 2024 (1 year)
Role of reviewer:	THLT CEO
Statutory (Y/N):	Y
Published on website*:	1A

Policy level**:	1
Relevant to:	All THLT schools and departments
Bodies consulted:	
Approved by:	THLT Board of Trustees
Approval date:	September 2023

Key:

* Publication on website:

THLT Website		School Website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

** Policy level:

1. Trust wide:

⇒ This one policy is relevant to everyone and consistently applied across all schools and Trust departments with no variations.

- Approved by the THLT Board of Trustees.

2. Trust core values:

⇒ This policy defines the values to be incorporated fully in all other policies on this subject across all schools and Trust departments. This policy should therefore form the basis of a localised school / department policy that in addition contains relevant information, procedures and / or processes contextualised to that school / department.

- Approved by the THLT Board of Trustees as a Trust Core Values policy.
- Approved by school / department governance bodies as a relevantly contextualised school / department policy.

3. School / department policies:

⇒ These are defined independently by schools / departments as appropriate.

- Approved by school / department governance bodies.

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"Tell me and I forget, teach me and I may remember, involve me and I learn."

– **Benjamin Franklin**

"Connection creates a sense of safety and openness. Punishment, lecturing, nagging, scolding, blaming, or shaming create fight, flight, or freeze."

– **Dr. Jane Nelsen**

"We need to focus on understanding our children's perspectives, actively listening to them, and showing empathy and compassion towards them."

– **Dr. Tamsyn White**

"When children feel strongly connected to you (they feel loved, valued, and understood), they are simply more open to your influence."

- **Marcilie Smith Boyle et al.**

"Education is the most powerful weapon which you can use to change the world."

– **Nelson Mandela**

1. Introduction

At The Hawksmoor Learning Trust, we have the highest expectations of pupil behaviour and conduct, promoting respect, responsibility and self-discipline. We are committed to providing an inclusive and supportive learning environment. We embrace a therapeutic approach to behaviour management, focusing on the emotional wellbeing and mental health of our children. This approach ensures that our behaviour policies are underpinned by empathy, understanding, and the promotion of prosocial (positive) behaviours. The therapeutic approach challenges the concepts of 'bribes and sanctions' frequently used to manage behaviour, which often results in children and young people only following instructions because they will 'get something' for doing so. Instead, the approach seeks to foster the independence of children and young people by teaching them how to develop internal discipline. The aim is that they are always able to behave pro socially, without the need for adults to manage this.

Our Behaviour Policy aims to provide clear guidance to staff, parents, and children on the expectations and strategies for managing behaviour. We believe that all children have the right to learn in a safe and nurturing environment, and we strive to promote respect, responsibility, and resilience.

We know that children learn best when they are regulated and understand the reasons for behaving appropriately and therefore teach the positive behaviours and attitudes that we value. In doing so, children will be guided to make decisions about the way they behave as early as possible so that they become responsible members of the community.

2. Aims

- To ensure all pupils are taught in a safe, secure and happy environment.
- To maintain a high standard of behaviour through a consistent approach of rewards and sanctions.
- To ensure that behaviour does not inhibit learning or impede potential.
- To encourage children to accept responsibility for their behaviour, in order to promote age-appropriate independence.
- To nurture children's ability to self-regulate and develop the emotional resilience necessary to deal with everyday problems.
- To identify and effectively support pupils with significant behaviour difficulties, working alongside external agencies as appropriate.

3. Principles

The basic underlying principles of our behaviour policy are as follows:

- All children have the right to be safe.
- All children have the right to participate fully in school life and enjoy their education.
- All children have the right to learn in an environment free of disruption and aggression.
- All teachers have the right to teach in an environment free of disruption and aggression.
- Quality teaching and learning can only take place in a well-ordered and purposeful environment.
- Consistency in expectations and implementation of our policy is key to its success.

4. Three Golden Rules

We believe the positive behaviour we wish to promote can be encapsulated in three simple rules:

Be ready
Be respectful
Be safe

All staff will teach, encourage, promote, and model good behaviour through these rules. To achieve this, positive behaviours will be reinforced throughout all aspects of school life:

Be Ready – Are we ready?

- * Are we organised and ready to start?
- * Are we listening and ready to learn?
- * Are we calm, orderly and ready for assembly?

Be Respectful – Are we being respectful?

- * Are we respecting others by being kind?
- * Are we being fair?
- * Are we being respectful and honest in what we say?
- * Do we listen, understand and respect others' opinions?
- * Are we being polite and respectful, showing good manners?
- * Do we take care of our environment and respect what we have?

Be Safe – Are we being safe?

- * Are we behaving in a safe and orderly manner?
- * Are we using equipment safely?
- * Do we ensure our friends are safe too?
- * Are we waiting patiently and safely?
- * Are we in control, keeping ourselves and others safe?

All children are reminded that the school rules are there to create a safe and positive learning environment as well as a positive play environment in social times for everyone.

5. Roles and Responsibilities

At The Hawksmoor Learning Trust, we believe that managing and modifying behaviour is a shared responsibility. Every member of our school community plays a vital role in fostering a positive and supportive environment where every child feels valued and understood.

5.1 Everyone is Responsible for

- Being a positive role model in the way they speak and conduct themselves.
- Upholding the school's values and commitments to managing and modifying behaviour.
- Supporting and participating in creating a positive and respectful learning environment.

Senior Leadership Team (SLT)	<ul style="list-style-type: none">• Positive School Ethos: Setting the standard, leading by example and establishing a secure and well-maintained school environment conducive to happiness and safety.• Training and Support: Providing regular training for staff and effective monitoring of therapeutic behaviours.• Communication: Maintaining clear and regular communication with parents about their role in their child's behavioural development.
Teachers	<ul style="list-style-type: none">• In the first instance, teachers should deal with poor behaviour directly without delegating it to others.• Classroom Management: Setting consistently clear routines and high expectations. Using therapeutic behaviours techniques to encourage socially responsible behaviours.• Proactive Strategies: Priming children about expectations and pre-empting situations where issues might arise.• Restorative Practices: Implementing restorative conversations and activities to help children learn from their actions.
Support Staff	<ul style="list-style-type: none">• Assistance: Supporting teachers in implementing behaviours management strategies and reinforcing routines and high expectations.• Supervision: Ensuring effective supervision of children at all times, including during break times and transitions.• Emotional Support: Providing additional emotional support and helping children use any previously agreed tools and strategies.

5.2 Parents and Carers

We view parents as important partners in establishing, improving and maintaining good behaviour. Positive relationships with parents are key to ongoing success. If we have a concern about a pupil's behaviour, we will share it with parents as soon as possible in order to work constructively together to address it. If there is a pattern of poor behaviour, we will seek to discuss and understand underlying issues, and agree strategies to use at school and home in a clear and transparent manner to support improved behaviour together. Importantly, we acknowledge that as adults, we are models for the behaviour we want to always see in children.

Parents can help through:	<p>Partnership -</p> <ul style="list-style-type: none"> • Collaborating with the school to support the behaviour policy. • Establishing home routines that support children's behaviour and well-being around sleep, diet, self-care and access to age-appropriate content and technology. • Encouraging children to be independent (age-appropriate).
	<p>Communication -</p> <ul style="list-style-type: none"> • Keeping the school informed of any circumstances at home that might affect their child's behaviours. • Attending Parents' Meetings and by developing informal contacts with the school.
	<p>Reinforcement -</p> <ul style="list-style-type: none"> • Reinforcing positive behaviours and therapeutic strategies at home. • Role-modelling positive behaviour and attitudes towards others • Discussing our school rules with their child, emphasising their support for them and assisting, when possible, with their enforcement.
Pupils	<ul style="list-style-type: none"> • Responsibility: Taking responsibility for their own actions and understanding the impact and consequences of their actions. • Respect: Showing respect for themselves, their peers, and their school environment. • Engagement: Actively participating in restorative practices and emotional regulation activities.
Governors	<ul style="list-style-type: none"> • Standards and Review: Agreeing on general guidelines for standards of discipline and behaviours and reviewing their effectiveness. • Support: Supporting the Headteacher in adhering to these guidelines. • Monitoring behaviour and safety in the school.

6. Our Behaviour Curriculum

Our rich and broad curriculum and teaching approaches promote good behaviour by giving opportunities for:

- Teaching 'Zones of Regulation'.
- Collaborative and co-operative work.
- The discussion of health, wellbeing, and social matters.
- Discussion and promotion of moral values.
- Direct teaching of protected characteristics and the importance of rejecting prejudice.
- Discussion and the chance to listen to the views of others.
- Health and Wellbeing and RE themes which promote a clear sense of right and wrong, understanding and tolerance of different beliefs and cultures.
- Specific anti-bullying work – completed in each year group.

- Off-site visits which encourage and help pupils to understand the requirements of appropriate etiquette, conduct and behaviour in different settings.

7. Behaviour Management Steps

Most children will need guidance about their behaviour at some point or another as part of their journey of learning and development. When applying these steps, it is crucial we employ empathy, active listening, and personalised support.

Redirection	<ul style="list-style-type: none"> • Use non-verbal cues, adjust seating plans, and show disappointment while encouraging re-engagement. <ul style="list-style-type: none"> ○ This step is designed to subtly guide children back to appropriate behaviour without drawing attention to misbehaviour.
Reminder	<ul style="list-style-type: none"> • Privately remind the child of the expectations and Golden Rules. <ul style="list-style-type: none"> ○ Use non-verbal cues, if possible, to avoid highlighting the behaviour in front of the class.
Caution	<ul style="list-style-type: none"> • Deliver a clear verbal caution privately, making the child aware of their behaviour and the consequences if it continues. <ul style="list-style-type: none"> ○ Remind them of their previous good conduct to reinforce that they can make positive choices.
Consequences	<p>It is important that the consequence is relevant and proportionate; all actions taken, and sanctions given, will take into consideration the context of the incident, the impact on others and have the right emphasis in supporting and improving future behaviour.</p> <p>This may include:</p> <ul style="list-style-type: none"> • Verbal Warnings: Gentle reminders about expected behaviour. • Time Out/Reflection Time: Allowing children time to reflect on their actions in a designated area. • Loss of Privileges: Temporary removal of certain privileges to reinforce the importance of following rules. • Restorative Practices: Activities and conversations that help repair relationships and address the impact of the behaviour. • Parent Involvement: Communicating with parents to ensure consistency and support at home. <ul style="list-style-type: none"> • Suspension / exclusion: We do not wish to exclude any pupil from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - guidance 2022. <ul style="list-style-type: none"> ○ Suspension: for serious acts of anti-social / violent behaviour, persistent disruption to learning or behaviour that threatens the safety of others. ○ Permanent exclusion: As a last resort, for repeated or very serious acts of anti-social and violent behaviour that reaches thresholds within the Exclusions Policy, the headteacher may permanently exclude a child after careful consideration and consultation with the school governors. <p>Decisions about suspensions or exclusions can only be made by the Headteacher and will consider each individual context.</p>

8. Implementing Consequences

Consequences should always be implemented with a therapeutic mindset. The aim is to help children understand the impact of their behaviour on both themselves and those impacted by their behaviour, and to encourage them to make better choices in the future.

We achieve this through:

- Consistency: Ensure consequences are applied consistently to maintain fairness.
- Communication: Clearly explain the reason for the consequence and what the child can do differently next time.
- Support: Provide support and guidance to help the child improve their behaviour.
- Goals of Consequences:
- Educational: Help children learn from their mistakes.
- Restorative: Repair any harm caused and restore relationships.
- Positive Behaviour: Encourage and reinforce positive behaviour.

9. Reward Systems

Each school within The Hawksmoor Learning Trust has designed a consistent approach for rewarding and encouraging good behaviour, effort, and manners. It is important to note that once a reward is given, it should not be taken away. This helps children understand that positive behaviour is not undone by poor choices and that both can exist simultaneously. Reward systems are detailed as an appendix for each school.

10. Framework for Understanding and Managing Behaviour

At The Hawksmoor Learning Trust, we believe in fostering a positive and supportive environment where children can learn to manage their behaviour and emotions effectively. Our approach integrates emotional literacy and restorative practices to help children understand and regulate their emotions, repair relationships, and develop prosocial behaviours.

At all times we believe that positive reinforcement is the best way to achieve good behaviour. Clear and consistent routines and their delivery are key to establishing a positive learning environment for all within the school. We expect every member of the school community to behave in a considerate way towards others. Good behaviour will be recognised at every turn; carefully selected by example; and collectively through during regular day-to-day activities and assemblies. Children will be encouraged to understand that compassion, kindness, respect, politeness, and truthfulness are qualities to which they should aspire.

Setting Boundaries and the Role of Adults	Establishing clear boundaries is essential for creating a structured and predictable environment where children feel safe and supported. Boundaries help children understand what is expected of them and the consequences of their actions.
Consistent Rules	Clearly defined rules and expectations should be communicated to children from the outset. These rules should be consistently enforced to maintain order and predictability.
Routine Implementation	Specific routines, such as entry routines, class dismissal, corridor conduct, transitions between activities, and assemblies, help children understand and adhere to expected behaviours. Routines should be taught explicitly and reinforced regularly.
Proactive Management	Teachers and staff should model proactively manage behaviour by teaching children what is expected of them, using clear and precise language, and providing examples to avoid ambiguity. Adults in the school environment play a critical role in managing behaviour and maintaining authority. They must assert norms, enforce rules, and provide guidance to help children succeed.

Assertive Presence	Teachers and staff should maintain an assertive presence, demonstrating that they are in charge and that classroom norms are important. This includes responding calmly and consistently to any deviations from expected behaviour.
Consequences and Rewards	It is necessary for children to experience consequences when boundaries are broken, as well as rewards for adhering to norms. Consequences remind children of the importance of respecting classroom norms, while rewards encourage and reinforce positive behaviour. Staff must always deliver consequences calmly and with care; it is in nobody's interest to confront poor behaviour with anger.
Supportive Environment	Adults should create a supportive environment where children feel valued and understood. This includes using restorative practices to address misbehaviour and help children learn from their mistakes.

All children are supported in recognising examples of good behaviour, and we believe it is important for children to understand that positive choices should be celebrated. This will help them to develop greater responsibility for their own actions.

All staff are expected to demonstrate these values at every turn; meeting and greeting at the start of each day to ensure children feel valued, important and give them a sense of belonging; being organised and ready at key transition points of the day; saying goodbye at the end of each day to ensure that children are safely dismissed; and valuing and recognising behaviour that is above and beyond.

Recognition is vital so that positive behaviour and effort is consistently seen to be rewarded. Verbal feedback should be delivered frequently, and with enthusiasm for children to recognise that this is the way to gain attention. Where necessary, it should be carefully targeted and irrelevant of any past indiscretions. We accentuate the positives at every turn.

Understanding and Managing Emotions	Teaching children to recognize and manage their emotions is fundamental to our therapeutic approach. Emotional literacy helps children understand their own feelings and the feelings of others, fostering empathy and effective communication.
Zones of Regulation and Sensory Support Plans	We use tools like the Zones of Regulation to help children categorize their emotions and develop strategies to manage them. This framework provides a visual and conceptual way for children to understand and control their emotional responses. For children who need additional help with emotional regulation, we implement Sensory Support Plans. These plans include tailored strategies and activities that help children manage sensory input and maintain a calm, focused state.

10.1. Types of Behaviour

Prosocial Behaviour	Includes acts like sharing, helping, and speaking kindly.
Unsocial Behaviour	Involves withdrawal or disengagement from activities or social interactions, which might manifest as not participating in group work or isolating oneself during free play.
Antisocial Behaviour	Consists of actions such as aggression, disruption, or defiance that violate the social norms of the school environment, exemplified by bullying, yelling, or refusing to follow instructions.

10.2. Conscious and Unconscious Behaviours

Conscious Behaviour	This is behaviour where an individual is <u>unwilling</u> to moderate or self-regulate their behaviour. Deliberate actions taken with awareness and intent. These behaviours are often influenced by external rewards or consequences. Examples include choosing to follow classroom rules to receive praise or deliberately disrupting a lesson to gain attention.
Unconscious Behaviour	This type of behaviour is where an individual is <u>unable</u> to moderate or self-regulate their behaviour. Actions that occur without conscious thought, often driven by underlying emotions or automatic responses. These behaviours can be challenging to manage as they require a deeper understanding of the triggers and emotions involved. Examples include a child acting out due to anxiety or withdrawing due to feelings of inadequacy.

10.3. Building Emotional Literacy and Restorative Practices

Our curriculum integrates activities that promote emotional literacy through discussions, role-playing, and reflective exercises. Implementing restorative practices helps children reflect on their actions, understand the consequences, and repair any harm caused.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. It is essential that there is always an element of restorative practice. We must be able to show how we have helped the student develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Restorative practices provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

Where behaviour has had a direct impact upon another pupil(s), we recognise a responsibility to give care and support to those affected to ensure they feel safe, heard, and supported in the understanding that the offending pupil(s) behaviour is being addressed. Parents of pupils directly affected by another pupil's behaviour will be contacted to ensure that they are informed of the incident, how it has been dealt with, and can support their child. It will always be our intention to restore relationships between pupils unless there is a significant reason or direction not to do so.

10.4. Key Strategies

Positive Reinforcement	Encouraging prosocial behaviour with specific positive feedback.
Role Modelling	Demonstrating appropriate emotional responses and behaviours.
Consistent Routines	Establishing predictable routines that provide security.
Restorative Conversations	Using restorative conversations to help children understand the impact of their behaviour and develop empathy.
Emotional Vocabulary:	Teaching children a rich emotional vocabulary to express their feelings accurately.

10.5. Goals of Behaviour Management and Emotional Regulation

Self-Awareness	Increasing children's awareness of their own emotions and triggers.
Self-Regulation	Teaching techniques to manage emotions constructively.
Empathy	Developing empathy and understanding towards others.
Problem-Solving	Enhancing problem-solving skills by reflecting on emotional responses and their outcomes.

10.6. Addressing Behaviour away from the School Site

The school also has a remit to address poor behaviour outside of the school site and on the way to and from school where appropriate. The Department for Education has issued schools with regulations on managing pupils' behaviour outside of the school site and outside of school hours. Here children may remain subject to the school behaviour policy. Any poor or disrespectful behaviour outside of school will have the same consequences as if they were within the school or school hours. By sharing our policy with parents and our community, we believe we can work together to ensure the healthy growth and development of every child.

11. Special Considerations

11.1. Equal Opportunities

All members of staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. At all times we will ensure that all children are treated fairly and equally. We will ensure that there is no prejudice or bias in our policy or the way we deal with rewards or consequences.

11.2. Special Educational Needs

As a fully inclusive school, we understand that some children with SEND may find following school rules harder than their peers and need extra support to do so. A child may have an Individual Behaviour Plan, Individual Education Plan, Statement or Education, Health and Care Plan with specific strategies and a separate system for rewards and sanctions in addition to the whole school rewards and sanctions. This is agreed by the Special Educational Needs Co-ordinator (SENCO), parents/carers, adults working with the child and the child itself. See Inclusion Policy. Behaviour Plans are shared with all relevant staff to ensure these are consistently administered. Staff are trained in de-escalating situations and supporting pupils to regulate their emotions as well as techniques to deal with challenging behaviour.

Where necessary the support of external agencies including outreach services, the Educational Entitlement Service and Child and Adolescent Mental Health Service may be sought, in conjunction with parents / carers, where behaviours are significant and / or persistent.

11.3. Use of Calming Spaces/Work Rooms

Staff must state in a child's Individual Behaviour Support Plan if a child is using calming spaces and should be clear about where pupils go to calm. Pupils should never be left unsupervised at any time and should not be locked in a space/calm room/work area on their own as this is a restriction of their liberty. Children should have access to space and should be with an adult to monitor and support the child to calm appropriately with the use of strategies on their Behaviour Support Plan.

11.4. Positive Handling

Positive handling or restraint, is a last resort and only used when absolutely necessary: The Education Act 1996 forbids corporal punishment but permits staff to use reasonable force to prevent a pupil from:

- Committing a criminal offence.
- Injuring themselves or others.
- Damaging property.
- Acting in a way that is counter to maintaining good order and discipline at the school.

Where a pupil is seriously disrupting a lesson and refuses to leave the classroom, a minimum level of physical force may be used to remove the pupil from the classroom. The pupil should be taken to the nearest appropriate safe place away from other children. Staff are guided not to use restraint unless they have received training and should seek support from senior / trained staff in accordance with the Positive Handling Policy.

11.5. Technology / Drugs / Weapons

- Mobile phones and smart devices (including smartwatches / airtags etc.) are not permitted to be used on site and must be switched off and handed in upon entry into class.
- Weapons - items brought in that are inappropriate / could cause harm to themselves or others may not be brought into school and will be immediately confiscated, and parents contacted.

11.6. Drug, or Alcohol Related Incidents

It is the Trust policy that no pupil should bring any drug (legal or illegal) into school. If a pupil will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought in.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any pupil involved will always be notified. Any pupil who deliberately brings substances into school for the purpose of misuse will result in a fixed-term exclusion. If the offence is repeated, the pupil may be permanently excluded, and the police and social services will be informed.

If any pupil is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that pupil to be taken home. It is forbidden for anyone, adult, or child, to bring onto the school premises illegal drugs. Any pupil who is found to have brought to school any type of illegal substance will receive a fixed-term suspension. The pupil will not be readmitted to the school until a parent or guardian of the pupil has visited the school and discussed the seriousness of the incident with the Headteacher. If the offence is repeated, the pupil may be permanently excluded, and the police and social services will be informed.

12. Monitoring

Behaviour is monitored at an individual, class, key group, and whole school level in order to identify patterns, track the effectiveness of interventions and inform planning at every level. SLT have the responsibility for tracking behaviour at a whole school level termly, analysing emerging patterns for groups including pupil premium, boys / girls, EAL and SEN. Regular reports regarding behaviour are presented to the governing body.