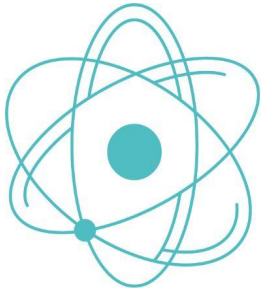


POSITIVE RELATIONSHIPS POLICY  
(Behaviour)



# HARDWICK HOUSE SCHOOL

Date of issue: September 2023  
Review Cycle: Annual  
Next Review Date: September 2024

Hardwick House School is part of Newcome Education, which is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in Hardwick House School documentation, including particulars of employment, it is non-contractual.

The school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative

- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- LRB (Health and Safety)
- SchoolPro (data protection)
- Marsh Commercial (insurance)

Hardwick House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Hardwick House School.


The policy documents of Hardwick House School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

## **1 Introduction**

At Hardwick House School, we aim to cultivate a calm, nurturing and caring environment that supports every child both emotionally and academically to give them the best possible chance of success. Our approach to behaviour management is restorative and relationship-focused, with connection taking precedence over correction.

At Hardwick House, every member of our school community is valued for their individuality; this is reflected in this policy, which emphasises respectful behaviour,

a partnership approach to managing poor conduct and dynamic interventions that support both children and staff. Consistency and clear, calm adult behaviour underpins this. Our policy is supported by the evidence of best practice from the work of Paul Dix and other expert organisations.



The Hardwick Way

Ready  
Respect  
Safe

We are ready to learn  
We are respectful towards each other  
We ensure that we are safe

## 2 Key Principles

- Our approach to behaviour is clear, fair and consistent, based on nurturing principles and restorative practices.
- Strong, healthy relationships are fostered, nurtured and valued.
- ‘Botheredness’ is recognised as key to relationship building, and is a deliberate daily act, built into the teaching routine.
- Children’s experience of school should be safe, respectful, equitable and happy.
- All staff have the tools to enable them to support and equip children with strategies to manage their own behaviour and build positive relationships with others.
- A culture of exceptionally good behaviour is the expectation.
- First attention is given to best conduct.
- Children are supported in taking control over their own behaviour, and being responsible for the consequences of it.
- Effort is recognised over achievement.

### 3 Aim of this policy

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

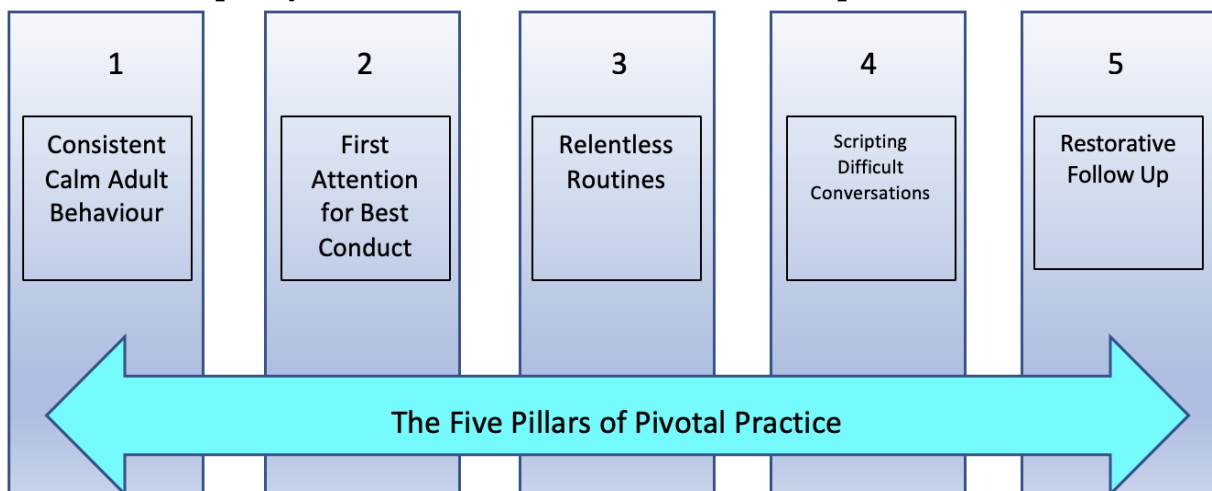
### 4 Purpose of this policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self esteem and self discipline
- Teach appropriate behaviour through positive interventions

### 5 Roles and Responsibilities

Our behaviour policy is built on the Five Pillars of Pivotal practice.



Consistent adult behaviour will lead to pupils consistently conforming to our expectations.

## **Roles**

All staff will:

- Meet and greet learners at the classroom door.
- Refer to 'Ready, Respect, Safe'
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson.
- Be calm and give 'take up time' when going through the steps. Prevention before sanctions will always be more successful.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.

It should always be remembered that the school is a working environment. Behaviour, language and dress should be appropriate. It is important to remember that being a role model can also extend into our personal lives. Expectations of all staff are set out in the 'Guidance for safer working practice for those working with children and young people in education settings (May 2019)'.

Senior Leaders will:

- Take time to meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support form tutors in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around their corridors and the site, particularly at times of mass movement.

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Parents and guardians will:

- work in partnership with school staff to ensure good behaviour
- inform staff of any concerns that may affect their child
- respond to concerns raised by members of staff
- ensure pupils come to school correctly dressed, equipped and prepared to learn

## 6 Challenging Behaviours

### Challenging Behaviour

A student with challenging behaviour is not a 'problem' to be fixed and is not doing something 'wrong'. Behaviour is a sign that something isn't working; it shows that there is some unfulfilled need or a problem with communication. Behaviour is challenging if it causes harm or if it prevents students from functioning or accessing appropriately an activity they would originally have been expected to access. It is the impact of these behaviours that makes them challenging.

Challenging behaviour can be (but not limited to):

- **Self-injurious:** Head-banging, scratching, pulling, eye poking, picking, grinding teeth, eating things that aren't food.
- **Aggressive:** Biting and scratching, hitting, pinching, grabbing, hair pulling, throwing objects, verbal abuse, screaming, spitting.
- **ASD Specific:** Repetitive movements, rocking, repetitive speech and repetitive manipulation of objects.
- **Non-person directed:** Damage to property, hyperactivity, stealing, inappropriate sexualised behaviour, destruction of clothing, incontinence, lack of awareness of danger, withdrawal.

At Hardwick House, we recognise that some pupils, because of their ASD, may behave in extremely challenging ways. In these instances, it is important that:

- Staff work together to devise strategies to shape, minimise or divert the inappropriate behaviour
- Parents should be involved in discussion about developing strategies
- Individual students who need more than school code of conduct and usual class level rewards and consequences must have an Individual Behaviour Plan in place
- Reference is made to the Physical Interventions Policy where necessary
- Staff working with these pupils will be trained to use physical intervention using the Team Teach programme, and the teacher needs to ensure – through class meetings etc. – that there is a coordinated and **consistent approach to behaviour management**
- A Positive Handling Plan is drawn up, if required, involving the Senior Leadership Team. This Plan should be signed by the parents/carers
- Additional advice should be sought, when needed, from other professionals (e.g. the Educational Psychologist), or from parents/carers.

### b. Specific behaviours

There are certain behaviours that are deemed unacceptable and will be challenged immediately by all staff on presentation of the behaviour. These behaviours will

also need recording separately to ensure they are correctly monitored and dealt with. Details of these behaviours are set out below.

### 1. Sexualised behaviour/sexual harassment and other forms of child-on-child abuse

Sexualised behaviour is a form of child-on-child abuse and will not be tolerated. It will be challenged by all staff immediately. To minimise the risk of harm to students the school:

- ensures staff are trained and have an understanding of what child-on-child abuse is and how to recognise signs.
- is vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female learners, and initiation or hazing type violence with respect to boys;
- ensures our curriculum helps to promote a supportive environment by teaching about acceptable and unacceptable behaviours (including online), in consultation with the school therapy team;
- ensures learners know they can talk to staff confidentially by notifying their class/form teacher or any member of staff;
- ensures staff understand that a learner harming a peer could be a sign that the child is being abused themselves.
- ensures appropriate staff supervision of learners and identifying locations around the school site that are less visible and may present more risk to learners.

Further information can be found in the Safeguarding Children Policy.

### 2. Racism

Racism of any form is unacceptable and is not tolerated at Hardwick House School and will be challenged immediately. Tolerance of other people, cultures and faiths is embedded throughout our school curriculum as part of the British Values and is also taught overtly as part of our PSHCEE curriculum.

### 3. Bullying including homophobic behaviour

Bullying will not be tolerated at Hardwick House School. It is the responsibility of all pupils, staff, other professionals and parents/carers to work together to prevent bullying. The school recognises that bullying may occur, however the school's expectation is that students and staff will treat each other with respect and that all students will feel safe at Hardwick House. Pupils and parents will be encouraged to approach a member of staff should they have any concerns about bullying. The staff also receive training to emphasise the need to address bullying. The ethos and school curriculum reflect these values through discussions in tutor time, school council meetings, PSHCEE lessons and Social Communication groups. Further information can be found in the Counter Bullying Policy.

#### 4. Autism and Behaviour

At Hardwick House School, we recognise that learners' autism can impact on behaviour and in particular, readiness to learn. Staff will be very vigilant to this and all of a learner's usual strategies to help with regulation will be available to them to ensure that they are best placed to be Ready, Respectful and Safe. This will include, but not limited to: sensory equipment/toys, garden time, swing, time with animals and quiet processing time. These strategies should not be withdrawn at any time as they are vital for our learners' regulation. Any learner needing time out of class for regulation purposes will not face any sanctions.

### 7 Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. Model positive behaviours and build relationships.

#### 1) The reminder

A reminder of the expectations for learners, **Ready, Respect, Safe**, delivered privately to the learner. The staff member makes them aware of their behaviour. The learner has a choice to do the right thing.

#### 2) The caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged:

*I noticed you are (having a difficult time/struggling to be ready to learn/finding it hard to show respect).*

*It is the rule about (keeping your hands and feet to yourself/using your inside voice/etc.) that you broke.*

*You have/are currently (not listened to your teacher/thrown your pen across the table).*

*Do you remember last week when you (did amazing work in maths/worked well with your partner/had a nice conversation with the teacher)?*

*That is the learner I would like to see.*



*Thank you for listening.*

Walk away from the learner and from any comments that the learner might make. If there are comments that you feel need following up on, write them down, and deal with them within the framework of a restorative conversation later. Resist endless discussions around behaviour and spend your energy returning learners to their learning.

Reminding children of their good behaviour when you are dealing with their poor behaviour takes practice. It takes a great deal of emotional control and resilience to not go down the route of heightened lengthy discussions. Yet, when everyone sees that poor behaviour is no longer rewarded through teacher time and special staff attention, and interventions are quick, efficient and predictable, classrooms will become a safer place.

### **3) The time-out**

- The learner is asked to speak to the teacher away from others
- Boundaries are reset
- Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
- Learner is given a final opportunity to re engage with the learning / follow instructions.

Learners should only go outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. If appropriate, an available member of staff will escort the learner to a workspace outside the teaching room.

**Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.**

### **4) Restore**

Reparation meetings at Hardwick House School are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured around six questions:

- What happened? (What? Who? When? Where? Why? How?)

- How did this make people feel?
- Who has been affected?
- What were you thinking at the time?
- What have you thought since?
- How can we do things differently in the future?

Reaffirm your commitment to building a trusting relationship.

Staff at Hardwick House School will take responsibility for leading restorative meetings. SLT will support when requested.

If learners struggle to engage with the restorative conversation, it may be postponed to the next day, or a time when learners are ready. We may wish to use the following scrip:

*I can see that you aren't ready to talk. Do you need a minute or two, or would you like to meet tomorrow and have XXX sit with you and help you with your answers?*

Learners may wish to ask a trusted member of staff to join the restorative conversation with them. This trusted member of staff may give some of the responses but it is expected that the learner listens and confirms the responses using body language, nodding etc.

For some of our younger learners it may be difficult to answer these six questions. Staff may wish to choose two questions that are pertinent to the incident. These may be: Who was affected? What can we do to make things right?

If learners struggle to engage, try and use the following strategies:

- 1) On a scale of 1-10 how angry/worried/frustrated were you at the time?
- 2) Would you like to tell me something about that day that I haven't asked you yet?
- 3) Can we help you to make things better?

### **5) Partnership stage**

The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. The learner will be allocated a Personal Learning Coach who will:

- Support and if necessary facilitate the Reparation Meeting between the member of staff and learner.
- Develop an appropriate action plan with the learner
- Monitor and review and mentor using the action plan
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves
- If a learner does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by SLT
- Learners must be given a second chance to achieve the targets agreed on the action plan after the verbal warning. All of these matters will be confirmed in writing and recorded on our Schoolpod. A letter will be sent to the parents/carers.

### **6) Solution circle**

- A solution circle that takes a 360 degree view of the learner will be convened. This meeting will include all the adults working with the learner, a parent/carer, and a member of the therapy/psychology team, when possible. The meeting will address the learner's: progress and achievement, learning needs, sensory needs, SEMH needs, behavioural routines, relationships within the school and personal organisation.
- There may be an element of 'payback' in the action plan from this meeting. Learners may be asked to positively contribute time back to Hardwick House School as part of the process of repairing the damage they have caused.
- Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions then the procedure will move to the next stage.
- Every effort will be made to encourage and support a change in the learner's behaviour
- If the learner refuses to attend or engage with the Solution Circle then the process moves to the final stage.

## **7) Fixed term exclusion**

A Serious Breach is an incident that may lead to a fixed term exclusion. Alternatives to exclusion, where appropriate, include community service and payback. Staff will think creatively around exclusions and replace them by community payback, where possible. Community payback will be meaningful, appropriate and relevant and increase learners' sense of belonging.

Fixed term exclusions include two elements: The time out of school and the meeting prior to return. The reintegration meeting serves the purpose of an honest discussion, making reparations and creating clean sheets. A member of the SLT will participate in reintegration meetings together with the member of staff working with the learner.

## **8 Recognition and rewards for effort**

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

1. Classroom level
  - Praise
  - Recognition boards
  - Contacting home by phone call or email
  
2. School level
  - SLT contact home
  - Hot chocolate morning with SLT
  - School-wide celebration board
  - Subject postcards

## **8 Related Policies**

7.1 The Positive Relationships Policy must be considered alongside the following policies and procedures:

- Safeguarding Children Policy
- Curriculum Policy
- Staff Code of Conduct
- Whistle blowing
- Recruitment and disciplinary procedures

## **10 Monitoring and Review**

10.1 The Headteacher reports to Newcome Education annually on the implementation of and compliance with this policy.

## **11 Review of implementation**

11.1 The implementation of this Policy is reviewed every year by the school's Senior Leadership Team in consultation with staff and a report is made to the Governance Body.