



## Behaviour code for adults working with children

| DOCUMENT CONTROL   |                      | POLICY LEVEL     | Trust / School<br><b>Statutory</b> / Non-statutory                            |
|--------------------|----------------------|------------------|-------------------------------------------------------------------------------|
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|                    |                      | Next review date | September 2027                                                                |
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| Version            | Date issued          | Author           | Update information                                                            |
| V1.0               | Sept 26              | S Ahmed          | Updated in line with KCSIE 2026 + Safeguarding and CP policy, code of conduct |

### Related policies:

|                                                                                                                                                                                                                      |                                                                                                                                                                                                                               |
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| <ul style="list-style-type: none"> <li>• Safeguarding and Child Protection Policy</li> <li>• Staff Code of Conduct</li> <li>• Behaviour Policy</li> <li>• Equality Policy</li> <li>• Anti-Bullying Policy</li> </ul> | <ul style="list-style-type: none"> <li>• Online Safety and Acceptable Use policies</li> <li>• Positive Handling and Physical Restraint procedures</li> <li>• Intimate Care Policy</li> <li>• Whistleblowing Policy</li> </ul> |
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### **Our shared commitment**

At Hawksmoor, we want every child to feel welcomed, known, respected and valued. Every adult has an important role in creating a calm, inclusive and encouraging environment in which children feel safe, confident and ready to learn.

This code applies to all adults working with or alongside children, including employees, volunteers, students, agency staff, contractors and visitors where appropriate.

**Adults must consistently model the behaviour and learning habits they expect from pupils.**

### **Build warm, respectful relationships**

Adults will:

- greet children warmly and use their names;
- speak calmly, courteously and respectfully;
- show genuine interest in children's ideas, experiences and achievements;
- listen carefully, take concerns seriously and check understanding before reaching conclusions;
- use specific positive recognition that identifies the effort, kindness, progress, contribution or learning habit we want repeated.

### **Model positive behaviour and learning habits**

Children learn from what adults do as well as what adults say. Adults will model:

- good manners, calm communication, honesty and fairness;
- attentive listening, turn-taking, curiosity and cooperation;
- perseverance, active engagement and a willingness to try;
- responding positively to mistakes and feedback;
- taking responsibility, apologising and putting things right when needed.

### **Use positive, clear language**

Adults will frame expectations positively wherever possible, saying what they want children to do rather than focusing only on what they should stop doing. For example, say "Walk, please" rather than "Don't run".

When behaviour needs correcting, adults will:

- respond calmly and as privately as circumstances allow;
- describe the behaviour, not judge or label the child;
- remind the child of the expected behaviour and explain why it matters;
- give a realistic opportunity to make a better choice;
- apply consequences consistently in line with the Behaviour Policy;
- support repair and a positive return to learning and relationships.

### **Understand behaviour while maintaining boundaries**

Behaviour may communicate a need, feeling, worry or difficulty that a child cannot yet explain. Adults will remain curious about what may be influencing behaviour, seek support where needed and challenge inappropriate behaviour in line with the Behaviour Policy.

Adults will separate the child from the behaviour. A choice or action may be unacceptable, but the child must not be described as “bad”, “naughty”, “attention-seeking” or a “problem”.

### **Be fair, inclusive and responsive**

Adults will:

- value each child as an individual and promote a consistent sense of dignity and belonging;
- avoid favouritism, fixed labels and negative assumptions;
- use language that respects children, their families, cultures and identities;
- challenge prejudice, exclusion and unkindness in an age-appropriate way;
- adapt communication and support to children’s individual needs without lowering expectations.

### **Maintain caring and appropriate relationships**

Adults will remain warm, available and supportive while ensuring that relationships are centred on children’s educational, pastoral and developmental needs.

Adults will:

- consider how their words and actions may be experienced by the child or understood by others;
- ensure contact is appropriate and relevant to the activity;
- use school-approved approaches and spaces for individual support;
- ensure that whenever possible, there is more than one adult present during activities with children and if unavoidably alone with a child, the door is open and other staff know where the staff member and child are.
- In the sensory room, where the above measures cannot always be adhered to, CCTV is in place to ensure the welfare of all
- only provide personal care in an emergency with an additional adult present unless this is part of the role and you have been trained to do this safely.

### **Unacceptable adult behaviour**

Adults must not:

- use public humiliation, sarcasm, ridicule, name-calling or language, tone or gestures that shame, dismiss or belittle a child;
- imitate a child, click at them, “shush” them, tell them to “shut up”, or shout at them;
- hold past behaviour against a child once it has been addressed;

**This behaviour is unacceptable. Any staff member who witnesses it must challenge it where safe to do so and report it as a low-level concern through the school’s agreed safeguarding process.**

### **Support one another and report concerns**

Adults will seek advice before situations become difficult, reflect on interactions, respond professionally to feedback and offer colleagues calm, constructive support.

Respectful challenge protects children, colleagues and the culture of the school.

Any concern about an adult's behaviour must be reported to the DSL or SLT, either in person or through the Staff Concerns section of MyConcern. Concerns will be managed under the Safeguarding and Child Protection Policy.

Concerns that do not meet the harm threshold will be treated as low-level concerns and recorded in accordance with the school's safeguarding procedures. More serious concerns may result in disciplinary action and/or referral to the appropriate statutory agency.