



BEHAVIOUR POLICY

October 2022

Last Reviewed 21 October 2022

Next Review Due: 21 October 2023

Adopted by: The CEO on behalf of the Strategic Board of Trustees on 21 October 2022

The HEART Education Trust Documents Review Record:

Version:	Date Amended:	Amended By:
1	JULY 2016	C KENNA
2	January 2019	N Campbell
3	January 2019	C KENNA
4	January 2019	N Campbell
5	January 2029	N Campbell
6	April 2021	C Kenna
7.1	September 2022	C Kenna
7.2	22 September 2022	H Cubbage
7.3	18 October 2022	C Kenna
7.4	19 October 2022	H Cubbage
7.5	21 October 2022	H Cubbage

Definitions

Throughout this policy we have used the term 'parent' to mean anyone with parental responsibility.

Introduction

Our mission is to improve the life-chances of pupils through education

At The HEART Education Trust we take the view that excellent standards of behaviour in school are the key to ensuring that excellence in teaching and learning can take place. Pupils cannot learn and teachers cannot teach when there is constant interruption, disruption or anti-social behaviour occurring in the learning environment. Likewise, pupils and staff will not work to their best if they feel threatened or unsafe.

By adhering to this policy our academies will create a culture that promotes excellent behaviour and makes it clear what good behaviour looks like.

However, it is not enough that pupils just learn how to behave, respect each other and work together in school – we aim to give them a toolkit which they can take beyond the school gates enabling them to develop resilience, responsibility, independence and the ability to work alongside others. By achieving this aim our pupils will leave our settings well on the way to being able to meet the challenges and pressures of every-day life, be equipped to make choices which help shape their communities, be law abiding citizens and grounded adults.

Therefore, this policy focuses on expected behaviour, choice and responsibility. We set our expected standards of behaviour for both pupils and adults through our vision, values, ethos and academy rules. Through expectation, reward and sanction we aim to enable our pupils to understand that choices humans make bring consequences both positive and negative and that they are in charge of their own choices both inside the school gates and beyond.

All Academy Headteachers must take responsibility for ensuring the implementation of this policy to secure high standards of behaviour. They must ensure that the policy is understood by staff, pupils and parents and is applied consistently and fairly.

Our Values

- Providing high quality education for all
- Inspiring and empowering personal growth
- Promoting social mobility and social diversity
- Being personally and socially responsible

Our Aims:

- to develop self-discipline and resilience in each pupil through example and laid down rules of conduct
- to support pupils to - make choices and understand that choices bring consequences both positive and negative
- That pupils and staff understand that they are accountable for the choices they make

- Create a culture where positive relationships between pupils, staff, parents and other members of the Trust community are the norm
- To ensure that every member of our Trust community feels safe, fairly treated and valued and respected
To foster a culture of positive feedback, encouragement and support. To develop in pupils the skills of empathy and tolerance
- To give pupils a tool-box for life to enable them to manage choices, decisions and situations with resilience and empathy
- To develop a collective responsibility to ensuring, acceptable, positive behaviour and discipline throughout the Trust.

Our Approach

In this policy, we focus on

- Expected behaviour
- Choices
- Reward for those pupils who go the extra mile
- Consequences

We start from the premise that excellent behaviour and doing the right thing is an expectation both within school and within society therefore we do not offer extrinsic reward to pupils for meeting expected behaviour – we teach them that mutual respect, tolerance, self-discipline, moral purpose and a sense of social justice is the basis of a strong society.

We teach pupils to understand the difference between:

Intrinsic Motivation – when you do something because you enjoy it, it makes you feel good about yourself or you are interested by it. Simply engaging in it is reward enough.

Extrinsic Motivation – when you are externally motivated, you believe that participation will result in desirable outcomes such as reward or praise.

Extrinsic motivation is an important tool in organisations such as school or the workplace to motivate people to behave in a certain way or complete tasks. However, it is intrinsic motivation that gives us our sense of pride, encourages us to stick to a task and invest more energy.

Good behaviour is expected from everyone and we make regular use of praise. We are quick to spot and reward those pupils who consistently make significant effort with their work, show extremely good manners and are able to act as a role model for others. Those pupils whose behaviours are more extreme and who would be unlikely to self-regulate their behaviour without some extrinsic reward are offered a range of strategies.,

We believe that high standards of behaviour will most likely be achieved when there are clear rules and people understand their responsibilities. The majority of pupils will respond if they have clear boundaries in place, know that poor choices will bring consequences and know the sanctions/rewards will always be applied consistently and fairly. Pupils can also be expected to be heard and treated fairly at all times. They have a right to voice their concern if they feel the Behaviour Policy has been administered unfairly have their concern taken seriously

Staff must ensure that the expected behaviour is taught to all pupils, so that they know what behaviour is expected and encouraged and what is prohibited. Positive reinforcement should be given when pupils are doing the right thing, whilst sanctions are required where rules are broken.

Pupils with profound and complex needs will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement. (see separate section of policy)

It is essential that everyone plays their role in developing the whole school approach to developing the behaviour culture.

Roles and Responsibilities

School Leaders

All school leaders are responsible for implementing measures to secure acceptable standards of behaviour.

School Leaders should be highly visible, routinely engaging with pupils, parents and staff and maintaining the behaviour culture. This is essential in ensuring an environment where everyone feels safe and supported

School leaders must visibly and consistently support all staff in managing pupil behaviour by applying the Behaviour Policy

School leaders must make sure the behaviour expectations, standards and the importance of maintaining them with fairness and consistency, is commonly understood by staff and pupils, thus creating a calm and safe environment where pupils can learn and teachers can teach.

As part of inducting new staff, school leaders must ensure that they understand the culture, ethos, behaviour policy and routines and how best to support all pupils to participate in the culture of the school. They must ensure that all staff receive appropriate training and support to meet their duties and functions within the behaviour policy.

Ensure all staff understand child on child abuse and how to respond.

Ensure that all staff know that sexualised language, behaviour and abuse must be reported as such and must never be dismissed as part of growing up, the norm, or accepted.

School Leaders are responsible for analysing the electronic behaviour records every half term for patterns and trends and any groups or behaviours that occur regularly. They should then adopt appropriate measures, interventions or support. Academy Headteachers and pastoral assistants should meet with class teachers to discuss behaviour management and look to how Time Outs can be reduced.

Trustees

Trustees are responsible for the governance of the academies within the Trust. Trustees have a duty to ensure that pupils and staff at the school feel safe. They should ensure that high standards of behaviour allow teachers to teach and pupils to learn. They should expect regular reports on standards of behaviour and bullying, child on child abuse derogatory language or discriminatory behaviour, including offensive racist, homophobic, transphobic, disablist,

religious or sexist abuse, and other sexually inappropriate / abusive behaviour and be satisfied that appropriate measures are taken.

Trustees must also monitor numbers of Internal, Fixed Term and Permanent Exclusions and be alert to any particular group that are excluded more than others.

As part of their visits to schools, Trustees should satisfy themselves that the Behaviour Policy is being consistently implemented and behaviour in the schools is exemplary.

Teachers and Educational Support Staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour.

Staff should uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships as defined in this policy.

Staff should challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct

Staff should follow advice and guidance as laid out by the Inclusion Team, Educational Psychologists and other support staff including external agencies and should follow the requirements of any EHCP adapting the Behaviour Policy as appropriate

Staff should adhere to the reporting and recording systems

Staff should ensure that they build relationships with pupils so that pupils know that staff care. This is especially important with pupils with SEMH.

Staff should ignore behaviour that cannot be helped as a direct result of SEND

Staff should use a range of strategies to try to get pupils back on track (see Appendix 5)

Staff must consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations

Pastoral Team

- Will apply the Behaviour Policy at all times
- Ensure that all instances of misbehaviour are recorded on the electronic system (Bromcom) and appropriately dealt with
- Inform parents early on
- Consistently and fairly apply sanctions and discuss with pupils why their choices have led to the sanction
- Take time to ensure pupils understand how a different choice could have led to a more positive outcome
- Ensure that sanctions increase in line with the Behaviour Policy, where previous sanctions are not effective
- Seek advice from the Academy Headteacher regarding next steps where pupils are regularly in detention, internal exclusion and it is not effective
- Liaise with the Academy Headteacher about pupils who regularly misbehave, devising plans and interventions to reduce the behaviour from re-occurring
- Work with the Academy Headteacher to analyse patterns, trends, behaviours and groups
- Support class teachers with behaviour issues
- Support 1:1 TAs with behaviour issues and contribute to Behaviour Plans and Risk Assessments
- Raise behaviour concerns with the Inclusion Team as necessary

- Ensure the Behaviour Policy is applied fairly, predictably and consistently and challenging staff where this falls short
- Support new staff and ECTs to understand and apply the Behaviour Policy
- Alert the Academy Headteacher where there are concerns about classroom/behaviour management
- Alert the Academy Headteacher where the Behaviour Policy is not being applied or where misbehaviour is not being recorded
- Support lunch-time staff

Pupils

- Pupils have a right to learn in an environment that is calm, safe, supportive and purposeful.
- Pupils have a right to be treated with dignity
- All pupils must be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.
- Pupils must be taught that they have a duty to follow the school behaviour policy and uphold the school rules.
- Pupils should be asked about their experience of behaviour in the school through regular surveys, pupil voice and through the curriculum
- Every pupil should be supported to achieve the behaviour standards including an induction process that familiarises them with the school behaviour culture. Additional support and induction should be provided for pupils who arrive mid-year.

Parents

- The Behaviour Policy must be displayed on the Trust website
- The Behaviour Policy should be shared with parents with an opportunity for feedback and clarification
- Parents have an important role to play in supporting the academy's behaviour policy and should be encouraged to reinforce the policy at home.
- Where a parent has a concern with an aspect of the behaviour policy they should raise this directly with the Pastoral Assistant or the Academy Headteacher
- School leaders must reinforce the supportive role parents play in the behaviour policy by keeping parents regularly updated about their pupil's behaviour, encouraging parents to celebrate pupils' successes and involving parents in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

Expectations

- Every adult in school will apply the Behaviour Policy consistently and fairly at all times
- Pupils in all schools will know Behaviour & Conduct Expectations and will be able to explain the behaviour system in schools (e.g. traffic lights, choices, rewards and sanctions).
- Pupils should be taught explicitly what good behaviour looks like and reflect the values of the Trust
- All members of the school community treat each other with patience, consideration, tolerance and respect

- Answering back to adults is not tolerated and no staff should ignore or accept it
- There is a zero tolerance to violence towards both pupils and staff (see section on SEND for further guidance)
- Pupils and adults comply with the Behaviour Policy and follow the rules to keep everyone safe and respected at all times
- All pupils line up and move quietly and safely around the school, showing an awareness of others
- Pupils are taught that if they indulge in non-acceptable behaviour, they have chosen to, and as a result there will be sanctions
- Pupils learn that they have a responsibility to respect and care for themselves, other people, property and resources both at school and in the community (Citizenship)
- Pupils are expected to take responsibility for their own actions at all times
- All staff hold high expectations for pupil's behaviour
- All staff model and reinforce desirable behaviour
- School/class, routines and expectations are revisited and reinforced regularly and consistently
- Pupil's names are used at the beginning of the sentence, not the end
- All staff ensure that pupils know specifically why they are being rewarded/disciplined and what for
- Negative phrases e.g. you are a naughty/bad/horrible child etc will **not** be directed at pupils under any circumstances
- Staff acknowledge that effective planning, preparation and organisation can help to negate poor behaviour and promote good on task behaviour; and that weak classroom management, planning, or teaching will lead to poor behaviour
- Everyone works to keep the school environment tidy and safe . Resources and materials are handed appropriately and respectfully
- Mistakes are acceptable. Learning from our mistakes so that we do not repeat them is expected
- Behaviour and conduct expectations are set out by the Academy Headteacher during a whole school assembly at the start of each term
- Class teachers will set out the expectation for learning and classroom behaviour at the start of each year and reinforce daily until it becomes routine
- Where pupils fall short of the expected behaviour standards or misbehave, staff must respond promptly, predictably, consistently and fairly.
- Pupil behaviour should not be allowed to disrupt teaching and learning or school routines. Disruption is not tolerated and the Behaviour Policy is followed to restore acceptable standards of behaviour
- Bullying, physical threats, abuse, aggression, violence, intimidation, racial harassment, discrimination, derogatory language or sexual inappropriate/abusive behaviour is not tolerated and will be dealt with rapidly, consistently and effectively
- Where behaviour arises that endanger the safety of pupils or staff, the school will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence
- A safe learning environment must be maintained at all times and staff must consider how poor behaviour may be prevented from re-occurring

Pupils who need additional support to meet the expected standard of behaviour

Some pupils will need additional support to reach the expected standard of behaviour. This support should be identified and put in place early on. Parents should be informed if their child needs additional support and the interventions or steps the school is taking to support the pupil.

The HEART Education Trust

Behaviour Policy

v 7.5

Where possible, steps need to be taken to avoid misbehaviour occurring in the first place – this may form part of a Pupil Behaviour Plan.

A general or individual risk assessment should be in place as necessary

Measures are in place for targeted support to improve pupil behaviour and reasonable adjustments are made as required.

In cases where a pupil is persistently disruptive and support and sanctions are not deterring misbehaviour,, further action may be needed. In serious instances, a pupil may need to be fixed term excluded, attend a specialist SRB for a fixed period of time, a managed move considered or as a very last resort permanently excluded

Where possible staff should try to understand any underlying causes of behaviour and whether additional support is needed.

Supporting pupils with Special Educational Needs and/or Disability

The Trust ensures its schools are fully inclusive

Each school must therefore consider how the whole school approach to behaviour meets the needs of all its pupils, including pupils with SEND and those who need additional support, so that high expectations are maintained for all pupils.

Staff should not assume that pupil misbehaviour is a direct result of SEND, this is a question of judgement based on the facts of the situation and whether the member of staff believes the pupil actively chose the behaviour.

Schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by school practice and policies

Under the Children and Families Act 2014, schools have a duty to use “their best endeavours” to meet the needs of those with SEND.

This policy recognises that some behaviours are more likely to be associated with particular types of SEND – for example pupils may not understand a verbal instruction, or take instructions very literally. Some pupils will struggle with eye contact or may laugh inappropriately. These types of behaviour have the potential to be misinterpreted as deliberate misbehaviour.

Behaviour should always be considered in relation to a pupil’s SEND. This policy recognises that some pupils with SEND may need additional support to manage their behaviour in school.

Where a pupil with SEND’s behaviour is causing disruption in the school, classroom, or other learning environment, or where staff feel their behaviour is having or is likely to have a harmful impact on other pupils or staff, the behaviour should be managed proactively in accordance with agreed strategies in place for supporting the pupil with SEND.

However, it does not always follow that every incident of misbehaviour is connected to SEND. Staff should liaise with the Inclusion Team and anticipate likely triggers, putting in place support to prevent these such as short, planned movement breaks, seating arrangements, screens etc.

Where staff find good reason to believe that a pupil with SEND has chosen to deliberately misbehave this should be addressed appropriately in accordance with this policy.

In doing so, staff should recognise that some pupils with SEND may also require extra support to understand the consequences of their actions. Any sanctions applied may also need to be adjusted as appropriate to take account of the pupil's needs

The Inclusion Team and school leaders should ensure that there is regular training for staff around conditions such as autism, ADHD and Oppositional Defiance Disorder. Staff should also be trained in de-escalation techniques and positive handling.

Violence in any form is not recognised as being part of a special educational need and therefore will never be tolerated towards either adults or children.

Reinforcing Behaviour Expectations through Uniform and Dress Code

Uniform and dress code

We believe that wearing school uniform raises aspiration, gives a sense of pride and a sense of belonging. The uniform is strictly adhered to and parents will be contacted if pupils are not wearing full and correct uniform the pastoral assistant.

It is a whole staff responsibility to ensure that the uniform code is adhered to. Pupils not wearing correct uniform should be sent to the Pastoral Assistant.

Adjustments to the uniform may need to be made for pupils with sensory issues or certain skin conditions such as severe eczema or psoriasis.

Uniform costs will be kept to a minimum and second hand uniform is available for parents to purchase

Staff and adults are role models at all times. We have a dress code for all adults in school and all adults are expected to follow this code.

School Ties

Pulling on Ties – often termed ‘peanutting’ is strictly forbidden and is viewed very seriously.

It is the responsibility of parents/carers to ensure that their children are aware of the dangers this poses and to ensure their children understand the seriousness. It is the responsibility of the **Academy Headteacher/SLT to ensure that pupils are reminded** frequently and at least termly in assembly that there is zero tolerance towards this which will almost certainly result in an exclusion either fixed or permanent. **Any incidence of tie pulling must be referred immediately to the Academy Headteacher and will be viewed very seriously.**

The HEART Education Trust

Behaviour Policy

v 7.5

Banned Items

To ensure that learning is not disrupted, to minimise bullying and to keep pupils safe, **certain items are prohibited in school**

- Drugs including Medicines. All medicines are drugs and should not be kept in pupil's bags. Medicines must be clearly labelled and given to the Pastoral Assistant at the start of the school day (see Medicines policy). This includes medicines such as Paracetamol, Calpol, Cough mixture etc. which must not be left in pupils' bags
- Weapons – Anything that school consider could be used as a weapon e.g. knives, air guns, fireworks, blades removed from pencil sharpeners, sharp pointed items including scissors etc **MUST** not be brought into school under ANY circumstances
- Glues & Adhesives (other than Pritt sticks) must not be brought into school – schools provide appropriate scissors and glue
- Aerosols (including deodorant – if deodorant is needed in school it should be a roll on)
- Toys – toys (including fiddle toys which will be provided by the school if deemed necessary) should not be brought into school without the written permission of the Academy Headteacher.
- Electronic devices are expensive and may be mislaid, lost or stolen. Please do not bring these items into school
- Chewing gum is a choking hazard, is difficult to remove from furnishing, clothes and floors and **MUST NOT** be brought into school under any circumstances – including the school playground.
- Leather footballs – these can cause serious injury and should only be brought in with written permission from the Academy Headteacher. In all cases play with leather balls must be supervised.

Mobile Phones or any other Smart Devices

Many pupils have mobile phones.. It is understood that pupils from Y4 upwards may travel to and from school alone and parents may wish their child to carry a mobile phone.

However, allowing access to mobile phones in school introduces risk, distraction, disruption and is detrimental to learning. It may also encourage bullying and abuse.

Therefore, mobile phones or any other Smart devices are **not** allowed in school.

If a parent wishes a pupil in Y4 and above to bring a mobile phone or Smart device to school due to travelling alone, they must write to the Academy Headteacher asking for permission stating the following:

- Why the pupil needs their mobile phone/device
- That they understand this must be handed in to the school office at the start of the school day and collected at the finish of the school day
- That mobile phones/devices found in bags during the school day **will be confiscated and will only be returned to the parent of the pupil**
- That the school will not be held responsible for any loss or damage to the mobile phone

Pupils below Y4 must not bring a mobile phone or Smart device to school under any circumstances

The HEART Education Trust

Behaviour Policy

v 7.5

No pupil will be allowed to use their mobile phone or Smart Device at lunch or break time

Searching and Confiscation

Academy Headteachers and school staff should read <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

School staff can confiscate, retain or dispose of a pupil's property in line with the above guidance. Staff should consider whether the confiscation is proportionate and consider any special circumstances.

Responding to Behaviour

Maintaining high standards of expected behaviour and maintaining a Behaviour Policy requires work and commitment from everyone involved at the school.

Following the Trust Behaviour Policy will ensure that the behaviour which reflects the values of the Trust and our academies will be positively reinforced and prepare pupils to engage in learning. Sometimes a pupil's behaviour will be unacceptable and pupils need to understand that there are consequences for their behaviour and their choices. Often this will involve the use of reasonable and proportionate sanctions.

Rules are in place to keep pupils safe and minimise unacceptable behaviour

Pupils feel secure when there are clear boundaries.

Positive behaviour will be more likely if rules are:

- Few and clear
- Positively stated
- Generated with/by pupils
- Displayed clearly
- Referred to regularly
- Applied consistently
- Seen as having clear consequences if broken

Responding to Good Behaviour

Good behaviour is expected.

Acknowledging the behaviour you wish to see encourages repetition and communicates the expectations and values to pupils.

Positive reinforcements should be applied clearly and fairly to reinforce the routines, expectations and culture and values.

When pupils consistently demonstrate good behaviour, are examples to others and go the extra mile, school staff may wish to acknowledge this and offer positive reinforcement and reward. This may include but is not limited to:

- Verbal praise
- Communicating praise to parents via phone call or written notes
- Certificates, celebration assemblies, prize ceremonies
- Positions of responsibility
- Table, whole class, whole year group awards
- House points/star charts
- Special activities/trips

Positive Behaviour should never be rewarded with food items

Behaviour for Learning

The Trust is committed to improving the life-chances of pupils and young people through excellence in education, encouraging pupils to challenge themselves and hold high aspirations in their academic learning, personal and social development.

We expect all staff and pupils to display the Trust Behaviours

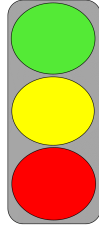
- Passion
- Confidence
- Creative Thinking
- Curiosity
- Resilience
- Aspiration
- Commitment
- Responsibility

Trust Behaviour System (see Appendix 1)

This system is used across all academies within the Trust. Pupils know that this will be applied consistently and fairly and that they can speak to the Pastoral Assistant if they believe that it has not been applied fairly to them.

Initially, the class teacher deals with inappropriate behaviour however, if a pupil persists in ignoring the teacher request, the class teacher should use the Traffic Light system.

The Trust operates a traffic light system which is displayed in every classroom. (see Appendix 1)



All pupils begin the day on a green traffic light. This symbolises expected behaviour. Pupils upholding this behaviour will be verbally praised e.g. “Thank you, Emily for putting your pen down and facing me ready to learn.” This will often act as a prompt to those pupils who are not exhibiting appropriate behaviour.

Pupils’ names move down, one warning at a time to amber and then Red. This should only be done when a pupil does not respond to your first request e.g. ‘Mark please stop talking and listen to Georgia’. If Mark does not respond the first time you repeat your request. Mark still does not stop so Mark moves to amber. You have cause to repeat yourself to the same pupil again in the lesson and again he does not respond, therefore the pupil moves to Red (after two warnings on amber). If the pupil repeats this behaviour again during the lesson it becomes a Time-Out. (after two warnings on Red). See Appendix 2.

This system gives a pupil 6 attempts to modify their behaviour choices in any one session before receiving Time Out.

The class teacher logs the pupil on Bromcom as a Time Out and details the inappropriate behaviour. The pupil is sent to Time Out.

When a pupil is given a time-out, they are sent to the Pastoral Assistant who discusses their behaviour with them and talks about alternative choices. The Pastoral Assistant will make the decision as to whether they will leave the behaviour as a Time Out or escalate it to a different sanction.

The Pastoral Assistant will amend Bromcom as appropriate if they believe the behaviour warrants more than a Time Out. They will also ensure that behaviours are listed with the correct coding and enough detail to demonstrate the behaviour

Pupils must be sent to Time Out with the work they are doing in the classroom and a pen or pencil.

Pupils must begin each new session on a green traffic light (e.g. if a pupil is on amber before play, they begin after play on green). Pupils are not given the opportunity to ‘earn back’ or move back to an amber or green traffic light during the session, however.

(Staff must use discretion and sensitivity for pupils in YR and Y1. If it becomes necessary to take pupils to Time Out, they should always be taken by an adult and spoken to appropriately to their age and understanding).

Missed Break If pupils receive **more than 3 Time Outs in a week**, they miss the next break immediately following the 4th Time Out

Detention

If pupils get 3 or more Time-Out's this will result in a lunch-time detention. A detention lasts for half the lunch break. **If a pupil has 3 detentions or more a letter is sent home to the parents.** Each pupil begins a new half term with a 'clean sheet'.

For some more serious behaviours, pupils may jump directly to the detention stage – this will be the Pastoral Assistant's decision in conjunction with the Academy Headteacher.

The purpose of **Time Out** is to give pupils the opportunity to reflect on their behaviour and how they could have handled things more appropriately. Pupils will be encouraged to see that another choice may have avoided Time-Out. Every pupil from Year 2 upwards should complete a consequence sheet (with adult help if necessary) whilst in Time Out. They should discuss this with the Pastoral Manager and on return to their classroom, the class-teacher.

NB When a pupil returns to the class after a Time Out it is imperative that the teacher welcomes the pupil back.

Detentions outside of School Hours

If a pupil often has lunchtime detention, it is likely that this sanction is not effective.

The **Academy Headteacher** should then decide if an outside of school hours detention would be beneficial

This may be the same day or the next day, and parents must be informed before the detention is administered. If after school detentions are administered, these should last no longer than 30 minutes. The pupil must then be collected by the parent and the Pastoral Assistant or Academy Headteacher can use this as an opportunity to discuss behaviour

Only the Academy Headteacher or deputy headteacher may issue out of hours detentions and they must ensure that someone senior is on site until the detention ends and the pupil is collected.

Where a pupil is persistently disruptive (e.g. the time outs and detentions are not having the desired effect to bring about behaviour changes), a range of escalations are available for example (See Appendices)

- Out of hours detention
- Target cards
- Behaviour Support Plans
- Behaviour Contracts
- Internal Exclusion
- Involvement of Senior Leadership Team/Academy Headteacher
- Involvement of the SENDCo
- Engagement of Outside Agencies
- A period on Positive Play programme or Thrive programme
- Removal of privileges (a pupil may be excluded from fun trips and activities, school discos etc. However, parents and pupil should be told in advance by letter and it should be made clear what will constitute not taking part e.g. if they have more than 12 detentions)

- A pupil may not be prevented from going on educational visits and residential trips unless it can be demonstrated that their behaviour would impose a serious health and safety risk to themselves, other pupils or a member of staff. A risk assessment would need to show this and all reasonable adjustments exhausted
- Removal from the playground for a set period
- Lunchtime exclusions
- Risk Assessment.
- Serious behaviour breaches will lead to either fixed term exclusions, managed moves, application to an external SRB or in cases of serious violence or persistent disruption and defiance permanent exclusion (see Exclusion Policy)

Parents are always informed when the above become necessary.

The Behaviour system is designed to be progressive and keeps parents informed at an early stage. It is vital that the class teacher strictly adheres to the system so that the pupils are presented with a fair and consistent system. Staff should not send pupils out who have not been warned using the Traffic Light System and should not jump pupils straight to Red. The purpose of the Traffic Light System is that it is visual and helps pupils to make choices about their behaviour.

If there is an immediate risk to either the pupil, other pupils or a member of staff then in this case the teacher may jump the traffic lights and send the pupil straight to Time Out (e.g. pupil throws a chair or attacks another pupil or is so verbally abusive the teacher cannot regain control).

Classrooms also have **red emergency** cards. In the event of an emergency, these should be taken by a pupil to the Pastoral Assistant. (Not the pupil causing the emergency!)

Internal Exclusion

Where inappropriate behaviour persists beyond detentions and parental involvement, pupils may be given an internal exclusion. This is half a day or a day where they have to work away from their class and their peers. Occasionally, where behaviour has been dangerous, violent, abusive, bullying, persistently interrupts learning and teaching, or an act of vandalism, the school may skip directly to this stage. **Parents must always be informed of an internal exclusion before the exclusion takes place.** This may be a phone call in the morning to say Internal Exclusion will happen in the afternoon.

Pupils should be given the class work for the day and should work on this during their internal exclusion.

If pupils refuse to work, it is sent home and a phone call made to the parent, if it persists in not being done, the pupil stays in every break and lunch time until it is completed. Pupils must not miss their lunch on internal exclusion but should take their meals away from the rest of the school, and their breaks should be taken separately. The pupil should be within eye and earshot of an adult at all times, who regularly checks on the pupil. The door must not be locked.

Academy Headteachers should analyse internal exclusion data to ensure that it is having a positive effect on the individual's behaviour and report on the number of internal exclusions to the Director of Education, who will in turn report to the Education Committee half termly.

Fixed Term, Lunch-time and Permanent Exclusion:

Pupils who have persistent problems managing their own behaviour at playtime and lunchtime will not be allowed to participate in playtime and lunchtime for an agreed period. Incidents will be recorded on Bromcom and the pupils may face a fixed term of going home at lunchtime if the behaviour poses a risk to the safety of other pupils or adults.

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school either inside or outside of the Trust on a permanent basis. Managed moves should only occur when it is in the pupil's best interest.

Fixed and Permanent Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Academy Headteachers can use fixed and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in school sanctions and interventions

The Trust views exclusion as very much a last resort, when all other strategies have been tried but failed to bring about improvement or when an incident is so serious that no other sanction is appropriate. In imposing an exclusion, the Academy Headteacher will comply with the Trust, local authority and statutory procedures and guidance. See the Exclusion Policy

Academies with Stairwells and Balconies

All pupils are frequently reminded that inappropriate behaviour in this area will meet a zero tolerance reaction. Throwing objects, climbing/leaning over the balcony or stairwell, sitting on the metal rail etc will always result in an exclusion either internal, fixed or permanent, depending on the severity)

Pupils climbing over/on, leaning over, sliding down banisters or pushing will result in either an internal, fixed or permanent exclusion depending on the severity.

Taking Responsibility

We encourage pupils to take responsibility for their own actions and to understand that no-one can 'make' them behave either well or poorly. They have to make their own choice. Pupils who encounter a sanction are encouraged to see that there is an alternative and that they have actively chosen a sanction.

Pupils are encouraged to solve their own problems through discussion, so that they learn to problem solve, think about their actions and discuss their behaviour.

Dealing with Inappropriate Behaviour

Trust staff are committed to challenging inappropriate behaviour in all its forms and have high expectations of all pupils. In addition to safeguarding pupil's right to learn and the teacher's right to teach, staff will challenge the

The HEART Education Trust

Behaviour Policy

v 7.5

behaviour of any pupil which involves physical violence or abuse, threats theft or damage to personal or school property. The school has zero tolerance towards bullying and racism. (see anti-bullying policy)

Actions by staff are based on important principles:

- The inappropriate behaviour is rejected **not** the pupil
- Adults should speak to pupil's assertively and firmly but keep the situation calm
- Staff should use de-escalation tactics to defuse situations
- Pupils should be guided to accept responsibility for their actions and the consequences, both intended and unintended.
- A pupil's success at reducing inappropriate behaviour is always acknowledged
- Staff will use positive language

Lunch-Time

During the lunch break, pupils are supervised by Midday Supervisor Assistant's (MSAs). Pupils follow well-established procedures for eating their lunch, which ensures a safe and civilised meal, where they can enjoy the social aspects of eating. Playground rules are firmly upheld by MSAs and pupils are expected to give MSA's the same respect and courtesy afforded to teaching staff. Should a pupil repeatedly behave in a way which constitutes a risk to themselves or others, parents may be asked to make alternative arrangements for their pupil at lunch time. The Time Out system applies to the playground and staff should follow the Time Out procedure.

Child on child sexual violence and sexual harassment

Schools should never normalise sexually abusive language or behaviour by treating it as banter, part of growing up, or they are only young. School leaders must advocate strenuously for high standards of conduct between pupils and staff

Following any report of child on child sexual violence or sexual harassment online or off line the academy should follow the general safeguarding principles set out in KCSIE – especially part 5. The DSL should advise on the school's initial response.

School leaders should be clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable, will not be tolerated that that pupils demonstrating such behaviour will be sanctioned.

Staff should challenge all inappropriate language and behaviour between pupils and towards staff.

It is vital that all victims are reassured they will be listened to, taken seriously, supported and kept safe. Abuse that occurs outside of school or on line should also be taken equally as seriously.

Behaviour Incidents on line

School leaders should be clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the Child Protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Schools should have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Appendix 1 Behaviour Flow Chart

All pupils begin on
Green Traffic Light
(Names are clearly
visible)

Pupil makes poor choice – teacher uses strategies in appendix 5
Pupil continues teacher issues warning 1
Pupil continues teacher issues warning 2

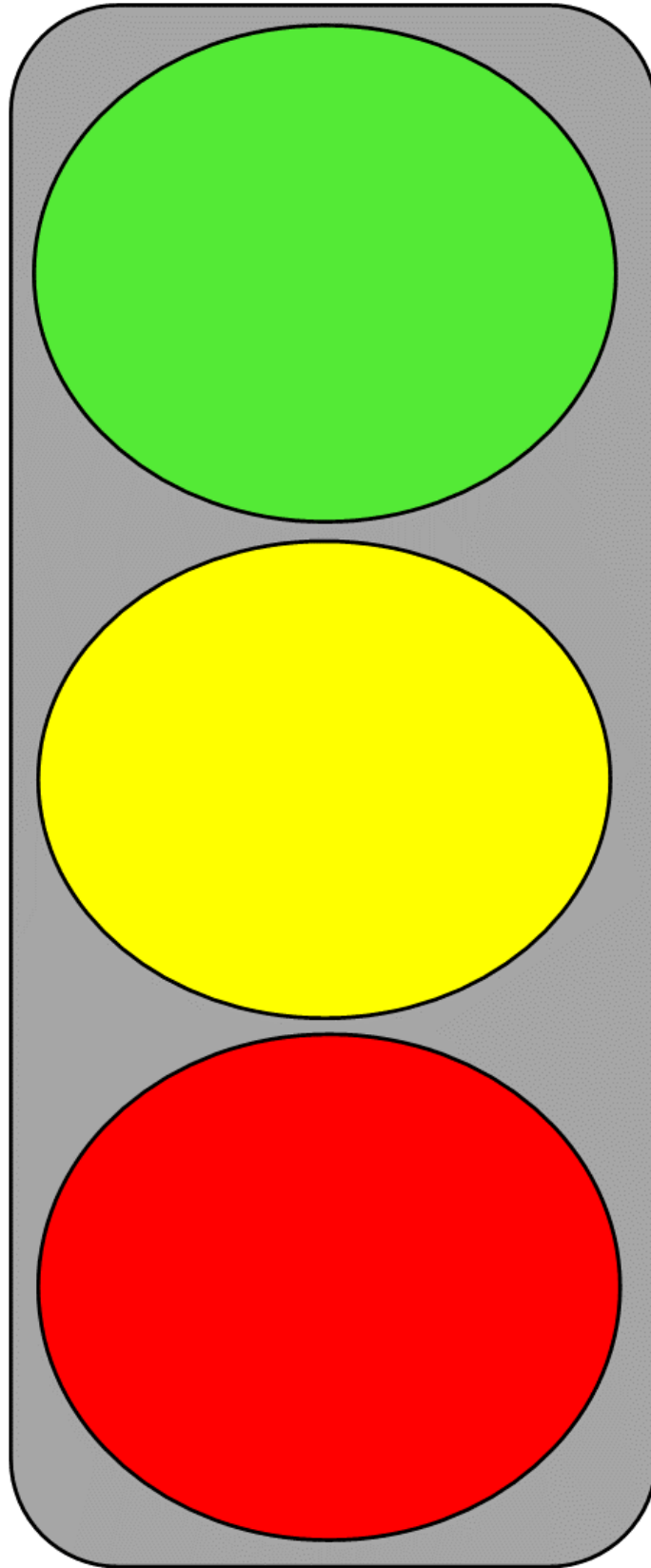
Pupil gets 3rd warning
& moved to Amber
Traffic Light
(name must be
physically moved)

Pupil makes poor choice – teacher uses strategies in appendix 5
Pupil continues teacher issues warning 4
Pupil continues teacher issues warning 5

Pupil gets 6th warning
& moved to Red
Traffic Light
(name must be
physically moved)

Pupil makes poor choice – teacher uses strategies in appendix 5
Pupil continues teacher issues Time Out via Bromcom

Pupil goes to Pastoral
Room. Pastoral
Assistant enters details
onto Bromcom and
decides on sanction



Appendix 2: Behaviour Strategy Provision Map

In-class strategies Wave 1	Small group targeted intervention Wave 2	School Action School action plus Wave 3
<p>Whole school and individual class reward systems to foster positive learning environment e.g. stickers, merits, house points</p> <p>Whole school rules (be safe, be kind, be responsible)</p> <p>Whole School Routines (See Appendix 3)</p> <p>Class rules</p> <p>Circle time to enhance self-esteem</p> <p>Special mention book</p> <p>Notes home</p> <p>Positive reinforcement of appropriate behaviour</p> <p>Setting clear boundaries</p> <p>De-escalation Scripts (see Appendix 4)</p> <p>In class strategies (see Appendix 5)</p>	<p>Time Out</p> <p>Social skills activities in small groups</p> <p>Social Stories</p> <p>Small group circle time</p> <p>Monitoring at playtimes</p> <p>Individual reward systems</p> <p>Behaviour record</p> <p>Detention</p> <p>Y6 Mentor</p> <p>Kept off playground L/T & Break</p> <p>Citizenship e.g. paying back time to people they have been disrespectful to. E.g. tidying library, lunchtime duty, helping reception pupils during wet breaks (these should be carried out in pupils' time not learning time)</p> <p>1:1 with Pastoral Team</p> <p>THRIVE</p> <p>Positive Play</p>	<p>1:1 teacher time (mentoring)</p> <p>TA 1:1 support</p> <p>Individual behaviour plan (IEP/IBP) e.g. anger management, solution focused problem solving</p> <p>Risk assessments</p> <p>On report to head teacher/deputy</p> <p>Individual arrangements for SATs</p> <p>Outside support/Ed Psych etc</p> <p>Internal exclusion</p> <p>Lunch time exclusion</p> <p>Fixed exclusion</p>

Appendix 3: Area Routines

The following area routines are suggested. Academies may use their own local versions/wording but key principles remain the same. These could be displayed in key areas such as toilets, dining hall, playground entrances etc.

Classroom Routines

We value what other people have to say and take turns to talk.
We speak in 'classroom voices'.
We come straight in from play and are ready to work immediately.
We choose an appropriate time to speak to an adult about playtime issues.
We follow our classroom wet play rules. We keep ourselves and others safe.
We follow adults' instructions the first time we are told.
We share and look after our play equipment.
We have fun at playtimes and we do not play-fight.
We speak nicely to each other.
We line up quickly and quietly.

Dining Hall Routines

We try to eat a variety of healthy foods.
We follow adults' instructions the first time we are told.
We talk quietly and politely.
We move around the dining hall carefully and safely.
We think about our table manners.
We clear up after ourselves.

Corridor and Stairs Routines

We walk quietly and sensibly.
We walk on the left at busy times.
We do not slide down banisters

Toilet Routines

We ask permission to go to the toilet when necessary.
We always flush the toilet and turn taps off when we are finished.
We use paper without wasting it.
We look after our toilet areas.

Assembly Routines

We walk quietly into and out of assembly.
We sit up smartly, ready to learn
We listen to the speaker and take part when we can.
We remember to keep our hands and voices to ourselves.
We show our appreciation by sensible clapping.
We sit quietly and listen to the music until we are asked to leave.
Appendix 4: **De-escalation Scripts/Prompts**

Use this script when you encounter a pupil in a heightened state.

The HEART Education Trust

Behaviour Policy

- Say the pupil's name
- I can see something has happened
- I'm here to help you
- Talk and I will listen
- Come with me and we can

It is important that all staff say the same script, you can say it a different sequence if you need to. This is especially important at break time and lunchtime when it is unstructured for the pupils and they may find it more difficult to manage their feelings and emotions. This script should be repeated without any change until the pupil has calmed down enough to leave the situation.

Expected language from adults for problem solving

WDEP - Want Do Evaluate Plan

What did you **want**?

What did you **do**?

What happened as a result of what you did? **Evaluate**

What will you do next time? **Plan**

Fallouts

Expected to follow the SEAL unit of **Getting on and falling out** encouraging pupils to talk through the problem with the other person/people.

I feel.....

When you.....

Because.....

Appendix 4: Strategies to Deal with Unwanted Behaviour

Skills/techniques we need as adults:

- De-escalation script
- Non-verbal cues
- Pause and look
- Verbal cues
- Quiet reminders
- Moving closer
- Tactical ignoring
- Non-intrusive language
- Classroom organisation
- Inclusive approach
- Distraction
- Pause...direction (e.g. 'Jenny.....pen down.....thanks')
- Take up time
- Reinforce the positive behaviour of peers
- Playground organisation
- Quietly remove an item if they're fiddling
- Draw into the lesson/activity
- Give them something to do
- Impersonal approach (e.g. 'Someone is tapping their board and I expect them to be looking this way, ready to learn')
- Peer pressure (e.g. 'I'm so sorry Bill but I can't hear you as someone is not being polite and talking over you.')
- Clear expectations and choices
- Spots to sit on
- Apply the consequences consistently
- Make it a corporate effort e.g. 'At [NAME] School, we.....' 'Everyone on the playground....'

Appendix 5 Time Out Consequence Sheet

Name:

Class:

Date

What did I do? (underline)

I hurt someone physically.

I hurt someone's feelings

I was unkind

I shouted out

I interrupted my teacher

I wasted time

I damaged property

I answered back

I did not follow an instruction given by an adult

I was play fighting

What should I have done?

How can I put it right?

What should I do next time?

Appendix 6: Systems and Processes for each academy

- Named person e.g. Pastoral Assistant who will be first port of call
- Room for Time Outs/ Room for medical
- Area for internal exclusion (away from things going on)
- Named and Trained staff to respond when physical restraint called for
- Risk Assessments for individuals whose behaviour is more extreme
- Named personnel on Risk Assessments
- Person to whom Named Person (Pastoral Manager) reports to
- SLT who will take lead for Behaviour
- Accident recording system
- Incidents reported on Bromcom in first instance by class teacher and then added to/amended by Pastoral Assistant
- Radios (walkie/talkies) in each school
- Set of cards for medical emergency, behaviour
- Toilet cards (for pupils who need to go frequently)
- Monitoring/Evaluation system
- All Incidents of Racism sexual abuse/violence to pupils or staff must be reported immediately to DOE or CEO of the Trust via e mail
- System for wet play and supervision
- System to monitor entry/exit from building – e.g. staff present to escort on/off premises
- Reward systems, behaviour plans, target cards etc
- System to cover Time Out room at lunch time