



HEART
EDUCATION TRUST

BEHAVIOUR POLICY

JULY 2016

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The HEART Education Trust Documents Review Record:

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1	JULY 2016	C KENNA

The HEART Education Trust, a charitable company limited by guarantee registered in England and Wales with company number 08286818.
Registered office address: Heartsease Primary Academy, Rider Haggard Road, Norwich, Norfolk NR7 9UE.

Introduction

This policy is based on the strongly held belief of the Trust that good behaviour and discipline within our academies, nurseries and Specialist Resource Bases is essential if children are to access their right to learn and the adults to access their right to teach. We encourage our pupils to take responsibility for their actions from an early age and to recognise that they have choices. Some choices bring about positive consequences and some negative consequences. We are teaching our pupils life skills, so that they may contribute positively to society and understand that in order to be good and law abiding citizens we must take responsibility for our own behaviour and follow rules designed to keep us safe. Policies for Behaviour must be applied rigorously, consistently and above all fairly. The majority of pupils will respond if they have clear boundaries in place, know what happens if they push them and know the sanctions/rewards will always be applied consistently and fairly and that they will be heard if they are treated unfairly.

Our Values

This policy has been formulated to reflect the following values:
Everybody in our Trust has -

- ***The right to respect from others***
- ***The right to learn and to teach***
- ***The right to feel safe***
- ***The right to be treated equally***
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Our Aims:

- to develop self-discipline in each child through example and laid down rules of conduct
- to enable children to learn that they can make choices and that choices bring consequences both positive and negative
- to encourage the development of positive relationships between children, staff, parents and other members of the Trust community
- To ensure that every member of our Trust community feels valued and respected and fairly treated
- To cultivate an ethos of warmth, kindness and cooperation, promoting values of honesty, fairness and respect for others

- To promote an environment where everyone feels safe and secure
- To foster the children's self-esteem and confidence through positive feedback, encouragement and helping them to confidently make choices which bring positive consequences
- To develop in children the skills of empathy and tolerance
- To develop a collective responsibility to ensuring, acceptable, positive behaviour and discipline throughout the Trust.

Our Approach

The Trust believes that intrinsic reward has a greater long term effect than extrinsic reward. Good behaviour is expected from everyone. Therefore we positively reinforce good behaviour with praise but reserve extrinsic rewards such as stickers, house-points, certificates etc. for those pupils whose behaviours are more extreme and who would be unlikely to self-regulate their behaviour without some extrinsic reward. (Those on behaviour programmes or target cards for example).

We do believe in a reward system for example for those pupils who make significant effort with their work, show extremely good manners and are able to act as a role model for others, for acts of kindness etc.

We believe that the rights listed under values will most likely be achieved when there are clear rules and people understand their responsibilities.

Class rules are set in consultation with the children and displayed prominently in each classroom. Each teacher will discuss and negotiate rules of classroom and school behaviour with their pupils at the start of each school year.

Lunchtime rules are agreed by *the academy council* and reinforced by the Mid-day Supervisors

Politeness, consideration, fairness, responsibility and consistency are actively taught and given by example

Role of Parents/Carers

It is the responsibility of parents/carers to share with the Trust/academy in helping pupils to behave well and to support the sanctions and rewards that we apply. Staff will ensure that parents are involved early if pupils show unwanted behaviours and kept informed so that there are no surprises.

Rules

Children 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

Expectations

Expectations are common to all staff and include the following:

- All members of the school community should treat each other and visitors with patience, consideration and respect
- Answering back to adults will not be tolerated and no staff should ignore or accept it
- Compliance with the school rules is expected
- All children should line up quietly and move quietly and thoughtfully around the school, showing an awareness of others
- Children are taught that if they indulge in non-acceptable behaviour, they have chosen to, and as a result there will be sanctions
- Children 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)
- Children are taught to and expected to take responsibility for their own actions
- All staff hold reasonable/achievable expectations for children's behaviour
- All staff model and reinforce desirable behaviour
- Everyone understands the need to revisit and reinforce class rules/routines/expectations constantly and consistently
- Children's names should be used at the beginning of the sentence, not the end
- All staff should make sure that children understand 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 children under any circumstances
- An understanding that effective planning, preparation and organisation can help to negate poor behaviour and promote good on task behaviour; and that weak classroom management, planning, teaching will lead to poor behaviour
- Everyone works to keep the school environment tidy and that resources and materials are handed appropriately and respectfully
- Mistakes are acceptable. Learning from our mistakes so that we do not repeat them is expected

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 children are not wearing full and correct uniform (*by named person*). It is a whole staff responsibility to ensure that the uniform code is adhered to. Pupils not wearing correct uniform should be sent to (*named person e.g. Pastoral Manager*).

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’

This 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 **headteacher/SLT to ensure that pupils are reminded** frequently and at least termly in assembly that there is zero tolerance against this which will almost certainly result in an exclusion either fixed or permanent. **Any incidence of tie pulling must be referred immediately to the headteacher and will be viewed very seriously.**

Consequences of Behaviour

Children are taught that which is both acceptable and unacceptable behaviour, and are aware of the reward and sanction systems. Children, parents and the academy may choose to sign a Home/School Behaviour contract on entry.

Rewards

Good behaviour is always rewarded with positive praise only and serves as a reinforcement to others.

Individual academies are responsible for choosing their own reward system e.g. star above traffic lights, house points, star charts, cups, medals, certificates **however please remember** good behaviour is rewarded with praise and is expected. The reward system should be reserved for non-behaviour related acts or learning behaviours.

Food e.g. confectionery/cakes should never be used as a reward and I would draw your attention to advice in A Guide to Introducing the Government's New Food-based standards for all school food other than lunches

Sanctions

Our priority is to encourage positive behaviour and self-discipline. Sometimes children exhibit behaviour which infringes on the rights of others. In such cases there is a range of sanctions which are applied. Whilst the school always tries to praise and use positive discipline, we also believe that children need to know that certain behaviours are not acceptable both at school and in the wider community. Sanctions often help to reinforce this learning.

Sanctions are always age appropriate, and **consistently and fairly applied**.

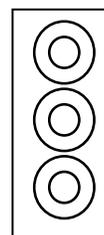
We do not allow pupils to ignore reasonable adult requests. If a pupil ignores a request, the member of staff will tell them that they are going to give the pupil another chance to action the request – they need to think before they act because if they refuse a second time it will be an automatic Time Out (where pupils do this persistently, staff may request the named person/Pastoral Manager to give the pupil an immediate ½ day internal exclusion (for this small group of pupils, parents should have this explained in a letter initially and then only need to be told after the internal exclusion has occurred).

Time-Out Traffic Light System

Each class will have a set of traffic lights on display

All pupils begin each session on Green

Pupils move up, one warning at a time to amber and then Red



Pupils (Years R – 6)

Initially, the class teacher deals with inappropriate behaviour. (See appendix)

If inappropriate behaviour persists a **warning** is given, where the child's name **must be** moved from the **green** traffic light **to amber**. If the behaviour persists children are given a further warning and their name moved to **Red**. If pupils are given a warning whilst on **red** this results in the teacher issuing a **Time-Out slip**.

When a child is given a time-out, they are sent to (*named person* e.g. the Pastoral Manager) who discusses their behaviour with them and talks about alternative choices. The teacher must have sent the pupil with a completed **Time-Out slip** which details the inappropriate behaviour. All time-outs are **logged on an excel document and kept on public server**. Pupils should be sent to Time Out with the work they are doing in the classroom and a pen or pencil a Time Out Slip and a Consequence sheet.

Pupils should begin each new session on green (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. These pupils should always be taken by an adult to the Time Out Session and spoken to age appropriately).

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 children 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 child has 3 detentions or more a letter is sent home to the parents. Each child begins a new half term with a 'clean sheet'.

For some behaviours, children may jump directly to the detention stage – this will be the *(named person e.g. The Pastoral Manager)* decision in conjunction with the class teacher.

The purpose of **Time Out** is to give children/pupils the opportunity to reflect on their behaviour and how they could have handled things more appropriately. Every child 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.

Monitoring and Evaluating

Each half term *(named person e.g. the Pastoral Manager)* will produce a Print Out of Time Outs for each class. These should be sent to *(named person e.g. Phase Leaders)* who should discuss with the class teacher how these can be reduced for each child

Classrooms also have **red emergency** cards. In the event of an emergency, these should be taken by a child to *(named person e.g. the Pastoral Manager)*. (NOT THE CHILD CAUSING THE EMERGENCY!)

Pupils with known/suspected behaviour needs e.g. ADHD, ASD, Oppositional Disorder

This Behaviour Policy is applied to **ALL** pupils. Staff need to use professional judgement when applying to pupils with known behavioural difficulties. If the unwanted behaviour is part of a condition, it should be ignored where possible however, if the behaviour is **chosen** then this should be addressed in line with this policy e.g. Time Out system applied. **Violence in any form is not recognised as being part of a special educational need and therefore will not be tolerated towards either adults or children.**

More serious sanctions for KS1 & KS2

If children persist with inappropriate behaviour after the letter home, *the headteacher, assistant headteacher or senior teacher* may become involved. Parents may be asked to come in for a meeting, children may be issued with a target card and where it still persists a behaviour contract.

Internal Exclusion

Where inappropriate behaviour persists beyond detentions and parental involvement, children 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 are always informed of an internal exclusion before the exclusion takes place. 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 phonecall 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,

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 the Excel Sheet and the child may face a fixed term of going home at lunchtime if the behaviour poses a risk to the safety of other pupils or adults.

Sometimes persistent disruptive behaviour or more extreme cases of verbal/physical abuse etc may result in a period of fixed term exclusion (Local Authority guidelines apply). For the most serious offences, Permanent Exclusion will remain an option (including Foundation Stage)

Each situation which arises is different and will be treated with sensitivity. All points of view are always taken into account and the Trust views provocation equally seriously. The Trust views exclusion as very much a last resort, when 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 Headteacher will comply with the Trust, local authority and statutory procedures and guidance.

(Following - To be included in HPA policy only. Individual academies may have their own risks they wish to put here

Balcony/Atrium

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

Stairwells – Any school with a stair well should add the following to their Behaviour Policy: – Children 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 children 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. Children who encounter a sanction are encouraged to see that there is an alternative and that they have actually chosen a sanction.

Children 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 children. In addition to safeguarding children's right to learn and teachers right to teach, staff will challenge the 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.

Actions by staff are based on important principles:

- The inappropriate behaviour is rejected **not** the child
- Adults should speak to the children assertively and firmly but keep the situation calm
- Staff should use de-escalation tactics to defuse situations
- Children should be guided to accept responsibility for their actions and the consequences, both intended and unintended.
- A child's success at reducing inappropriate behaviour is always acknowledged
- Staff will use positive language
- In exceptional circumstances, staff may use restraint as necessary, but must strictly adhere to the practices and procedures in the policy 'Child Restraint'.

Lunch-Time

During the lunch break, children are supervised by Midday Meal Supervisors (MSAs). Children follow well-established procedures for eating their lunch, which ensures a safe and civilised meal, where children can enjoy the social aspects of eating. Playground rules are firmly upheld by MSAs and children are expected to give MSA's the same respect and courtesy afforded to teaching staff. Should a child repeatedly behave in a way which constitutes a risk to themselves or others, parents may be asked to make alternative arrangements for their child at lunch time.

Please note: CHEWING GUM IS NOT ALLOWED ANYWHERE ON THE SCHOOL PREMISES. Children with chewing gum will be asked to remove it and parents will be contacted by *(insert named person e.g. the Pastoral Manager).*

Working with Parents

In order to successfully support children to improve their behaviour, we will work in partnership with parents. The school will inform parents of any concerns regarding behaviour early on.

Appendix 1

Behaviour Provision Map

In-class specific differentiation strategies Wave 1	Small group targeted intervention Wave 2	School Action School action plus Wave 3
Whole school and individual class reward systems to foster positive learning environment e.g. stickers, merits, house points Whole school rules (be safe, be kind, be responsible) Class rules Circle time to enhance self-esteem Special mention book Notes home Positive reinforcement of appropriate behaviour Setting clear boundaries In class sanctions (see list)	Time Out Social skills activities in small groups Small group circle time Monitoring at playtimes Individual reward systems Behaviour record Detention Y6 Mentor Kept off playground L/T & Break 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) Support Mechanisms: THRIVE Positive Play	1:1 teacher time (mentoring) TA 1:1 support Individual behaviour plan (IEP/IBP) e.g. anger management, solution focused problem solving On report to head teacher/deputy Individual arrangements for SATs Outside support/Ed Psych etc Internal exclusion Lunch time exclusion Fixed exclusion

*Nurture Group. This is a 3rd wave intervention for pupils who struggle in mainstream classes and have missed out on vital skills early on. IT IS NOT A BEHAVIOUR SANCTION.

Appendix 2 Area Routines

The following area routines are suggested. Academies may use their own 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 3

Strategies to Deal with Unwanted Behaviour in class

Skills/techniques we need as adults :

- Non-verbal cues
- Verbal cues
- Tactical ignoring
- Non-intrusive language
- Classroom organisation
- Playground organisation
- Inclusive approach
- Distraction
- Pause...direction (e.g. 'Jenny.....pen down.....thanks)
- Take up time

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 children to talk through the problem with the other person/people.

I feel..... when you..... because.....

Strategies for dealing with unwanted behaviour within class (before Time Out)

- Quiet reminders
- Pause and look
- Moving closer
- Quietly remove an item if they're fiddling
- Draw into the lesson/activity
- Give them something to do
- Ignore
- Praise those displaying good behaviour
- 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 4

Lunchtimes

Each midday supervisor will be asked to record incidents in the book for their area
There will be one book for all areas:

- *The dining hall*
- *The R and KS1 playground*
- *KS2 playground*

Lunchtime Reception –Year 6	
1. Warning	Midday supervisors to give a warning and remember who they have spoken to.
2. Name recorded	If midday supervisor has to speak to the same child again during the same activity/session, their name is recorded in the incident book.
3. Name underlined	If child is spoken to again during the same lunchtime, their name is underlined. If the child is spoken to for a third time the name is underlined again and the child is sent to (<i>named person e.g. the Pastoral Manager</i>). This will be recorded on the Time Out Log
3. Serious incidents or if poor behaviour continues.	As there is no teacher on duty at lunchtime, the child should be taken directly to (<i>named person e.g.the Pastoral Manager</i>) who can talk to the child and decide on the consequence of their actions. E.g. exclusion from the playground, sitting indoors.

All midday supervisors are responsible for relaying the information to staff.

A central location to store the books must be agreed and be easily accessible by all midday staff and teachers.

Appendix 5
Time Out Sheet (Reduce to A5)

TIME OUT

Name.....

Time..... Class..... Date.....

Tick relevant reason

- OUT OF SEAT
- DISTURBING LESSON
- CONSTANT TALKING
- REFUSING TO CO-OPERATE
- NOT WORKING
- REPEATEDLY SHOUTING OUT
- ANSWERING BACK/RUDENESS TO STAFF
- VERBAL ABUSE TO PEERS
- PHYSICAL AGGRESSION
- OTHER ADDITIONAL INFORMATION

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.....
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TEACHER.....

Appendix 6

Appendix 7

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 playfighting

What should I have done?

How can I put it right?

What should I do next time?

Appendix 8

Systems and Processes for each academy (suggestions only – not exhaustive)

- **Name person e.g. Pastoral Manager 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**
- **Excel Spreadsheet to record Time Outs (Stuart Walker at Valley will assist)**
- **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**
- **System for reporting Incidents of Racism (contact Eileen Craig HPA) all should be reported to CEO of the Trust via e mail**
- **System for recording Incidents of Bullying and outcomes/actions (Bullying Log)**
- **System for recording exclusions (fixed, lunch and permanent)**
- **System for recording issues raised by parents and actions taken**
- **System for recording minor injuries (on same excel spreadsheet as behaviour)**
- **System for reporting/recording more serious injuries (Judicium H & S portal)**
- **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**

