



HEART
EDUCATION TRUST

Behaviour Policy

May 2020

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Adopted by: The CEO on 26 May 2020

The HEART Education Trust Documents Review Record:



Heartsease
Primary Academy



Lingwood
Primary Academy



Henderson Green
Primary Academy



Valley
Primary Academy

Version Control

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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

At The HEART Education Trust we take the view that excellent standards of behaviour in school are the only way to ensure that excellence in teaching and learning can take place. Children 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. However, it is not enough that children 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 so that they are grounded adults, able to meet the challenges and pressures of everyday life and make choices to shape their communities and be law-abiding citizens.

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.

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***

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

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 to 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. (Those on behaviour programmes or target cards for example).

We believe that the rights listed under values 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

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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. Children 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.

Expectations

- All members of the school community treat each other and visitors with patience, consideration 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
- Compliance with the school rules
- All children line up 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 expected to take responsibility for their own actions
- All staff hold high expectations for children's behaviour
- All staff model and reinforce desirable behaviour
- School/class, routines and expectations are revisited and reinforced regularly and consistently
- Children's names are used at the beginning of the sentence, not the end
- All staff ensure 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
- 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, 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
- 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.
- Politeness, consideration, fairness, responsibility and consistency are actively taught and demonstrated by example

Behaviour During the COVID-19 Pandemic

We expect very high standards of behaviour from pupils at The HEART Education Trust at all times but especially so during the opening of schools to higher numbers of pupils during the pandemic. We cannot allow health and safety to be compromised by poor behaviour and non- adherence to rules set out to keep pupils safe

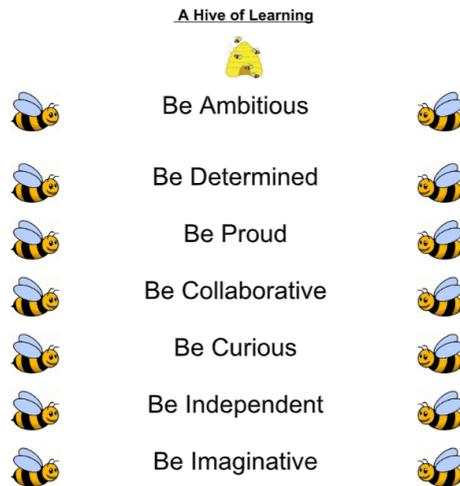
Rules which must be followed during the Coronavirus Pandemic

The following rules will ensure the safety of pupils, staff and families and must be followed at all time

- Pupils will follow instructions from adults immediately and at all times
- Pupils will follow the classroom rules at all times
- Pupils with any signs of Covid 19 (raised temperature, new persistent cough, lost sense of smell/taste etc.) will not come to school
- Pupils who experience any signs of illness once at school will tell an adult immediately
- Pupils must observe the rules of 'catch it, bin it, kill it' , sneezing/coughing into a tissue or crook of arm if tissue unavailable, washing hands immediately after coughing, sneezing or blowing nose
- Pupils wash hands, or use sanitizer as directed by the teacher and after using the toilet, when they arrive at school, before eating, when coming in from break, after sneezing coughing
- Pupils must avoid touching their face, eyes, mouth, nose and ears with their hands
- Pupils will follow social distancing rules at all times
- Pupils must not share equipment or other items including food and drinking bottles
- Pupils should not open lids, packets etc. for other pupils
- Pupils will follow rules for use of the toilet and will not hang around in toilets
- Pupils must move around the school following instructions, one way systems, out of bounds areas, directions, zoned areas
- Pupils must not enter rooms or zones outside of their bubble
- Pupils must follow instructions on which pupils they may socialise with at school
- Pupils must not mix with other pupils who are not in their bubble on the way to or from school with the exception of family members.
- Pupils must enter and leave school via the route they have been given
- Follow instructions at break/playtimes
- Pupils must not engage in physical contact, including games involving contact, play fighting, bundles, Tag, hugging, rough and tumble
- Pupils will treat each other, staff and visitors with consideration and respect
- Pupils know that they have choices and some choices bring reward and some sanctions and will therefore take responsibility for their actions at school
- Pupils will follow class, school routines and rules consistently and staff will reinforce these rules regularly
- Pupils will only touch those resources they are instructed to and will wash their hands immediately after touching books or shared items
- Bags/Book bags must not be brought to school
- Pupils will not touch any items belonging to another pupil or staff member
- Risk assessments and behaviour plans will be followed for any child where reasonable adjustments to the Behaviour Policy need to be made

Behaviour for Learning

The Trust is committed to improving the life-chances of children and young people through excellence in education, encouraging pupils to challenge themselves and hold high aspirations in their academic learning, personal and social development. To support this vision we work towards our “7 Hives of Learning” that underpin our values, but also in wider aspects of all of our school communities lives. Each classroom display’s the Bee’s (A4) and should be referred to throughout the learning. Each School has a Bee’s display to reinforce these behaviours for learning.



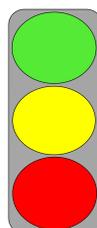
Rewards and Sanctions

Our priority is to encourage positive behaviour and self-discipline. Sometimes children exhibit behaviour which infringes on the rights, health and safety of others.

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. This is especially true during this pandemic. Sanctions will be applied as appropriate to reinforce this learning and understanding.

Class Teachers will continue to use Strategies and De-escalation techniques to steer pupils towards making the right choices and maintaining rules, health and safety. (see appendices 1 & 2)

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. Children 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 children 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.

Pupils who fail to follow instructions, regularly disrupt the class or argue with staff will move down the traffic light. This serves as a reminder that they need to take responsibility for their behaviour and make appropriate choices

During the pandemic and need for social distancing, we are limited to the range of rewards and sanctions we can use. It is not appropriate to use the Pastoral Room or Internal Exclusion Room for Time Out/Internal Exclusions due to the fact this will mean pupils have to move out of their bubble and are therefore at greater risk of transmission of the virus. Likewise it is not possible to show work to another teacher or the headteacher during the day

Therefore, should a pupil attain a “red” traffic light, the teacher will apply an appropriate sanction from the Sanctions section below.

All breaches of the Behaviour Policy will continue to be logged on Scholarpack.

Rewards

- Rewards will be in the form of praise class points, messages home or e certificates
- Good examples of work should be captured where possible and e mailed to the headteacher who may also award an e –certificate
- Star of the Week during video linked assembly
- Excellent work or achievements uploaded to the school Facebook page

Sanctions

- Traffic Lights
- Zone-based Time Out on the bench at break time (missed break)
- Additional homework to be completed by the next day
- Phone calls home to parents
- Target Cards
- Behaviour Support Plan
- On Report to headteacher (Child will have a conversation with the headteacher each day to discuss behaviour – this may be via a report card, phone call or video)
- Video Conference/Phone call in own time with a mentor for a set number of sessions

More Serious Breaches of Behaviour Policy

During this period of pandemic, health and safety of pupils and staff is paramount. Therefore, there will be **zero tolerance** to:

- Any show of violent or aggressive verbal or physical behaviour to other pupils or staff
- swearing
- storming out of a classroom
- Any breach of rules and routines that may place others in danger or at risk
- Spitting or deliberately urinating or smearing faeces
- Deliberately coughing or sneezing towards another person
- Deliberate failure to follow handwashing
- Play fighting or deliberately breaking social distancing or non- contact rules
- Constant persistent disruption
- Causing a health and safety risk outside the school by forming gatherings or being abusive to residents, other parents/pupils

Breaches to **ANY** of these rules written in **blue** is a breach of health and safety and likely to result in risk or injury to self or others.

Breaches to **ANY** of these rules written in **blue** is therefore highly likely to result in an **immediate fixed term exclusion**

We do not wish to fixed term exclude any child but with limited sanctions we must protect our community.

Fixed Term exclusions will be formerly recorded and reported to the Local Authority and the Strategic Board of Trustees in line with the Trust Exclusion Policy

If a child is fixed term excluded parents will be alerted immediately and will receive a letter explaining the length of the fixed term exclusion, the reasons for the exclusion and a return date. The letter will also explain your legal rights. If parents receive a call to say that their child is being excluded they must come to the school without delay

For the most serious offences, Permanent Exclusion will remain an option (including pupils in Foundation Stage) – please see the Exclusion Policy.

Uniform and Dress Code

During the period pupils and staff **must not** wear a tie.

Pupils should be sent to school in a clean uniform each day. If this is not possible, suitable alternatives may be worn. (No logos, football team strip etc.). It is not expected that parent will go to the expense of replacing uniform and shoes that children have grown out of during the 2019/20 academic year.

Pupils must not bring their book bag to school or unnecessary equipment as space in the classroom is limited and books will not be sent home. Pupils may only bring the following items to school: coat,

sun-hat, water bottle (named and filled with water), Stationery and all other equipment will be provided

Sun cream should be applied before the child leaves home. Please speak to your child's headteacher if this is not possible.

Sling back shoes and flip flops may not be worn due to health and safety reason

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 the teacher's 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. (see anti-bullying policy)

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

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 the Pastoral Manager/Assistant.

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.

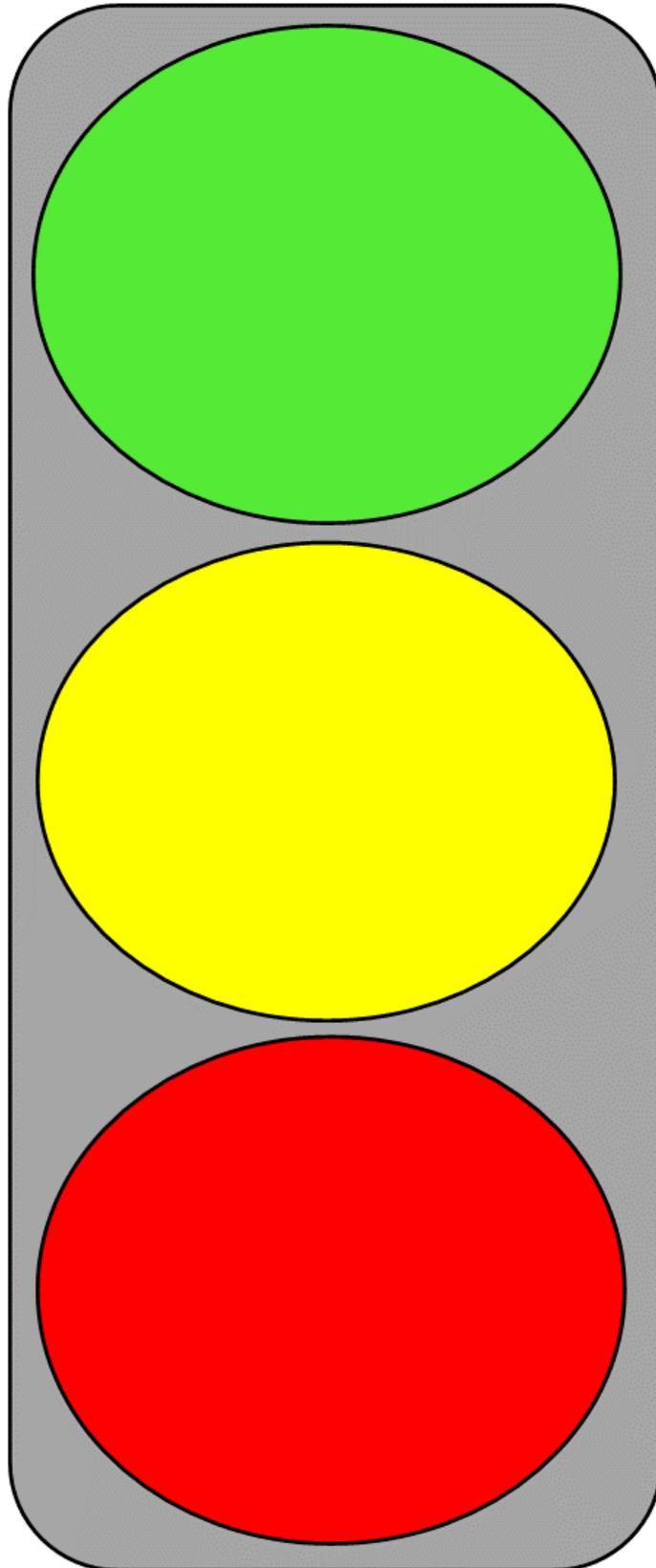
Role of Parents/Carers

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. Parents/Carers should let the Pastoral Manager know if any changes at home or in medication for example might affect a child's behaviour.

Role of the Heads Teacher

The Head teacher will ensure that this policy is applied fairly and consistently across their academies and report on this regularly to the Heads of Quality Assurance and to the Strategic Board.

Appendix 1



Appendix 2 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
- 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
- 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
- Apply the consequences consistently
- Make it a corporate effort e.g. 'At [NAME] School, we.....' 'Everyone on the playground....'

Appendix 3 De-escalation Scripts/Prompts

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

- Say the child'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 children and they may find it more difficult to manage their feelings and emotions. This script should be repeated without any change until the child 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 children to talk through the problem with the other person/people.

I feel.....

When you.....

Because.....