

Behaviour, anti-bullying and exclusion Policy



HEARTS ACADEMY TRUST

Agreed: November 2018

To be reviewed: June 2020

HEARTS Academy Trust is committed to providing a happy, caring and safe learning environment for all within a values led context, where everyone feels valued and grows in confidence and independence.

We promote **HAPPINESS** through a creative, exciting and practical curriculum, which generates a love of, and interest in, learning and a resilience and hope which supports us through challenging times.

Great value is placed on pupils' self **ESTEEM** which is developed through a positive and motivated attitude to learning, a healthy lifestyle, good social skills, self-discipline and a positive self-image.

We promote the highest standards of **ACHIEVEMENT** in all areas of the curriculum and help all pupils to fulfil their potential regardless of gender, race or ability.

We foster **RESPECT and RESPONSIBILITY** for all by establishing good relations between the school, home and community. Pupils are taught respect for themselves, others and the environment. They are also taught to take full responsibility for their own choices and responsibility for themselves and their community.

We encourage **TRUTH** and honesty in all aspects of school life – relationships, work and the curriculum and learn to trust and accept others' individuality and uniqueness.

We develop **SPIRITUALITY and SERVICE** so that calm, quiet, reflective times which support deep thought are part of school life and beauty is appreciated. We promote a service culture that reflects our duty to support and show compassion to all members of the community and not just ourselves.



Children at the HEART

POSITIVE BEHAVIOUR MANAGEMENT

AT HEARTS we believe every member of our school community should feel included and supported and that each person should be valued, respected and treated well.

Pupils, parents, staff, Trustees, LAB members and community have a duty to help support the HEARTS ethos in the school. Relationships between adults, between children and adults and children and children are based on encouraging HEARTS values amongst all. When talking to pupils, adults will show respect by not raising their voice. Pupils will also be expected to show respect to adults and peers.

We have high expectations of pupils and their behaviour in and around school as well as strategies for improving the behaviour of pupils who need support. Our Values, known as HEARTS values, and our mission statement underpin the behaviour of all (adults and children alike) in the school community.

We aim to focus on encouraging **POSITIVE LEARNING BEHAVIOUR**. At HEARTS, we believe praise is the most powerful form of influencing children's behaviour. We have coloured Behaviour Zones which are used to praise good behaviour and to deal with unacceptable behaviour.

In normal circumstances, the control and discipline of the children is the responsibility of the teacher supervising the class, playground, assembly etc.

Cases of unacceptable work and inappropriate behaviour should be dealt with by the teacher present at the time it occurs.

More serious issues will be dealt with by the Head of School or Senior Leaders.

Whilst the policy is very clear it is very rare that the steps below which detail approaches to poor behaviour need to be employed. This is because the vast majority of pupils behave appropriately, respect each other, adults and the values that we promote.

We have four '**Learning Zones**', **Gold, Green, Amber and Red**, which are used to support Behaviour Management.

All children begin the day in the **GREEN ZONE** and remain there for as long as they demonstrate acceptable classroom behaviour and work ethic.

A child is moved to the **GOLD ZONE** if they show particularly good behaviour, demonstrate one of the HEARTS values, or show an outstanding effort or outcome in their work.

Good behaviour and positive attitudes toward learning should be rewarded at every opportunity. Rewards may include the following:

- House points

- Stickers
- Children who produce good work can be sent to the Head of School or Assistant Head Teachers
- Certificates in Friday assemblies
- Star of the Week Award
- Whole class choosing time
- Extra play
- Marvellous Mathematician Award and Star Writer

If a child's behaviour or work ethic falls below the standard expected, then they should be moved to the **ORANGE ZONE** and asked to consider how they need to change their behaviour in order to return to the **GREEN ZONE**.

If a child's behaviour continues to be unacceptable or their work ethic continues to be poor for a prolonged period of time, they will be moved to the **RED ZONE** and sent to the partner class for a time out of appropriate length. In the Foundation Stage and Key Stage one, the first time out is in the child's own class. For more serious incidents (eg. hurting another child), children may be moved directly to the **RED ZONE**.

Stages

The school uses a staged approach to behaviour with red, green amber and gold levels. This supports children to know and understand the repercussions of bad behaviour choices and their rewards for good attitudes and learning behaviours.

Stage 1 is a warning

Stage 2 may involve a phone call to parents or a missed playtime or other sanctions that the professional judgements of teachers and leaders have decided upon.

Stage 3 may result in an internal exclusion

Stage 4 involves detailed discussions with parents and a follow up and the involvement of other agencies.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the schools reserve the right to discipline behaviour which occurs beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil within our school including on social media
- Posing a threat to another pupil or member of the public
- Behaving in a way that could adversely affect the reputation of the schools including on social media.

In the incidences above, the Executive Headteacher or Head of School may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

HEARTs academy trust is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school and the pupils.
- Protection for individual staff and pupils from harmful conduct by pupils of the school in the school and when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations, regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges or fixed term or internal exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of one of our schools
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff). Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Racist Incidents, homophobic, biphobic and transphobic incidents

Children and staff within the school are clear about what language is and isn't acceptable; this includes having a zero tolerance approach to homophobic, biphobic, transphobic and racist language. Pupils are aware that inappropriate language should not be tolerated and are encouraged to report it. Within the school, we explain why using homophobic, biphobic, transphobic or racist language is wrong and hurtful and, in an age appropriate way, explain what those words mean.

Staff should challenge and report any racist or homophobic incidents in the school to the Head of School. Please refer to the school Race Equality Policy for detailed guidelines about procedures.

Incident Reports

An incident report should be completed by staff whenever an incident of particularly inappropriate behaviour occurs in school. Blank copies of incident reports are available in the school office and in classrooms and should be handed to the Head of School as soon as possible. Incident reports are logged and kept either on Scholarpack or filed locally. Pink 'Concern' forms are also available from the school office and should be completed if you have any concerns regarding Safeguarding. These are immediately monitored by the Designated Safeguarding Lead.

Bullying/Harassment

The schools defines bullying as the following;

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

At all times, the social and emotional needs of any victim of bullying are given a high priority. Support includes the time and input of a Learning Mentor who will teach coping strategies, the support of the school councillor, class buddies and play partners amongst other support.

Cyber-bullying

Cyberbullying, or online bullying, can be defined as the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else.

The rapid development of, and widespread access to, technology has provided a medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Cyber bullying prevention strategies are addressed within the curriculum, for example through citizenship and PSHCE. Internet safety is also taught throughout the computing and the ICT curriculum.

The school uses text, email, blogs and social network services to inform and engage parents and carers. The Trust ensures staff making official use of social networking services and social media sites understand how to manage accounts responsibly.

When there have been accusations of bullying, the following procedures are employed.

1. The accuser (staff, parents, pupil) must speak to the Head of School
2. Conversation will be logged
3. Investigation will be initiated.
4. Alleged bully and victim will be watched and incidents recorded for a period of 3-5 days
5. All staff will be informed via weekly staff meetings and information fed to the Head of School
6. Any proven bullying may result in consequences up to and including temporary exclusion. Parents will be informed of outcome after observation period ended.
7. Any proven bully will receive support to change the behaviour and understand the consequences.

Lunchtime Behaviour

Mid-day Assistants are responsible for managing the behaviour of pupils at lunchtimes, following the guidelines set down in the school's Behaviour Policy.

Positive behaviour is rewarded by praise, stickers and raffle tickets. Other rewards are decided by the schools

Incidents of inappropriate behaviour are reported to the senior mid-day and, where necessary, an incident slip completed and put in the Head of School's in-tray in the office. In the case of a very serious incident, a member of the senior leadership team should be immediately informed. When a pupil is a danger to themselves or others, the pupil will be removed from the dinner hall or playground. Parents are informed by telephone and letter of serious incidents.

1. **Persistent inappropriate behaviour results in pupils missing part or all of their outside time, being placed on a Report Card, and ultimately in a lunchtime exclusion, where parents are requested to take their child home for lunch**
2. If the allegation is substantiated the Head of School will speak to the perpetrator and victim
3. Consequences will be in line with the behaviour policy

Monitoring and Evaluation

The Behaviour Policy will be monitored constantly and reviewed formally every two years. Pupils, parents, staff Trustees and LAB members will be asked for their input during monitoring and review.

Teachers requiring assistance and support over matters of discipline should contact the Head of School or Senior Leaders as soon as they are available.