

# Behaviour, anti-bullying and exclusion Policy



HEARTS ACADEMY TRUST

Agreed: June 2017

To be reviewed: June 2019

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, governors 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 underpins 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 Assistant Head Teachers.

---

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**.

### **Behaviour Checklist**

If the behaviour and learning zone procedures have been followed and the pupil is already in the red...

#### **Refusal to do as asked/persistent low level disruption?**

- Warning – “if you continue to refuse I will call your parents and they will speak to you on the telephone” (if you feel this is something that is likely to happen then parents should be warned in advance so that they can co-operate by ensuring they answer quickly).
- Ask the pupil to come with you to the office. If they refuse this then warn them that this is the last chance. Explain that if they choose not to come you will call the parent anyway but you will be informing them of an **internal exclusion** and not simply asking them to talk to the pupil.
- Call the parent with the child.
- No answer? Leave a message saying “as you know we are all supporting (name) to improve his/her behaviour and he/she is currently refusing to do what the adults in class have asked him/her. We would like to give him/her one more chance to conform to expectations so we would like you to speak to him/her. If we don't hear from you in the next ten minutes or so we will have to put (name) into internal exclusion for the rest of the day
- Parents call back within time? Thank parent and ask them to re-iterate the fact that the pupil needs to do what he/she has been asked immediately. Child to return to class and instructions re-iterated. If there is a further refusal that day, pupil immediately goes into internal exclusion for rest of day. No follow up external exclusion. At no time get into a long discussion about the behaviour or justify your decision. All of the time you are on the phone the child is not in class doing what he/she should be.
- Parents don't call back? Child goes into internal exclusion for rest of day. Parents must have this explained in a further phone call.

- This must be repeated 3 or 4 times if necessary and time spent in internal exclusion increased by a day each time. If necessary the pupil can do his 5 hours schooling starting at 8.00 am and ending at 1.00 pm or starting at 11.00 am and ending at 4.00 pm. The time changes can only be decided by the Senior Leadership Team. This way pupils are more isolated day by day.

Only the Head of School may externally exclude a pupil.

**The school has a 'no exclusion policy', but works with other alternative providers to ensure that provision is appropriate and meets the needs of the individual pupils.**

- If behaviour is not improving or internal exclusions are not working after a month, then please discuss with the Head of School and Assistant Headteachers to plan further strategies.
- All internal exclusions must be noted and passed onto the Head of School on the day. Children must be supervised at all times (including lunchtime) by staff in a closed room with as little disturbance as possible. At no point should children leave the room unless they are being accompanied to the toilet. At the end of the day they must leave after other pupils and on the following day they must enter the building through the office door and be escorted to the exclusion room if the exclusion is being continued. They should not come into contact with other children at any time. The adults supervising them should only be explaining work and having no other discussions. During this time, failure to complete work allocated will be seen as a further refusal. Adults must have access to a phone at all times and call the office if they need to get the parents' number to get them to talk to the child.
- All adults must speak confidently and with authority, expecting pupils to conform. They should not be seeking advice from other adults unless it is an emergency or they feel their safety or others' safety is threatened.
- **We do not discuss/negotiate consequences once we have issued them. We talk to the children after they have seen the consequence through. We will have already warned them of what will happen and therefore we do not have to justify the consequence.**
- We will "prioritise battles". Whilst we are dealing with an individual pupil others are not receiving our time.
- After the exclusion review the class rules and what the pupil should do if they encounter further difficulties. They need to know how to avoid these choices in future eg 'when you are struggling with your work please ask me to help'. 'If you are angry please let me know'. 'If you don't complete your work/follow instructions we will...'
- We praise the pupils as soon as they show signs of behaviour changes.

**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
- Posing a threat to another pupil or member of the public
- Behaving in a way that could adversely affect the reputation of the schools

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.
- Protection for individual staff and pupils from harmful conduct by pupils of the school 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 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. 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 Head of School or the Inclusion Manager.

## **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.

### **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. Accuser will be taught appropriate behaviour and the consequences of bullying behaviour.
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

Parents will be informed of outcome after observation period ended.

### **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 perpetrator and victim
3. Consequences will be in line and make sense with behaviour policy

### **Monitoring and Evaluation**

The Behaviour Policy will be monitored constantly and reviewed formally every two years. Pupils, parents, staff and governors 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 Assistant Head Teachers as soon as they are available.