



**H E A R T S A C A D E M Y T R U S T**

# **Behaviour, Anti-bullying, Suspension and Exclusion Policy 2023-2024 Waterman Primary School**

**Adopted by Trustees**  
**Updated**  
**Revised policy adopted**

**September 2022**  
**May 2023 (June 2023 EYFS)**  
**September 2023 in line with KCSIE 2023**

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 Academy Trust, 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, volunteers, third-party workers, contractors, Members, Trustees, LAB members and the 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 with pupils, adults will show respect by listening, valuing pupils' views, maintaining eye contact, and ensuring facial expression and body language are open and that volume and tone of voice are calm and unthreatening. 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 positive relationships and genuine praise is the most powerful form of influencing children's behaviour. We have coloured "Behaviour Zones" which are used to praise pro-social behaviour and to highlight behaviour that does not meet HEARTS expectations.

In line with our HEARTS values we encourage children share a collective commitment to the following:

- Take pride in their achievements and in their school
- Show respect for the beliefs, opinions and lifestyles of others
- Show an understanding of the importance of rules
- Be kind to one another
- Show care and sensitivity towards other people
  - Be polite and courteous to others
- Think about the feelings of others
- Listen to others
- Show respect for property and the school environment
- Move about the school in an orderly fashion
- Avoid unwanted physical contact with others
- Maintain acceptable levels of noise in the classroom

In normal circumstances, the management and behaviour support of the children is the responsibility of the teacher supervising the class, playground, assembly etc.

Cases of work or behaviour that do not meet the HEARTS expectations should be dealt with by the adult present at the time it occurs in a calm and non-threatening manner.

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

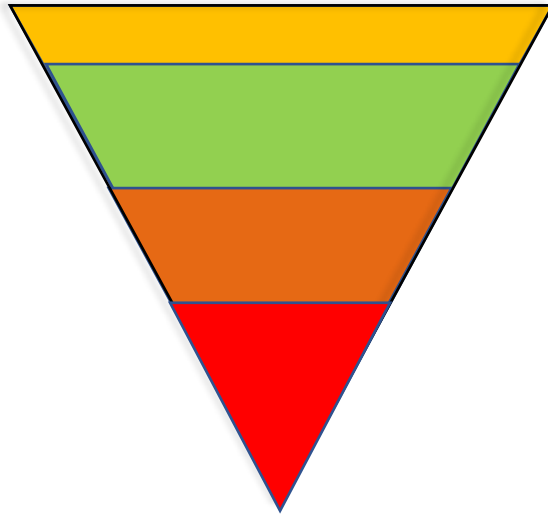
The vast majority of pupils have the ability and skills to behave pro-socially and respect each other, adults and the values that we promote. The behaviour triangle is that used as visual aid in the classroom.

We have four 'Learning Zones', **Gold, Green, Orange 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 pro-social classroom behaviour and work ethic.

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

Positive behaviour and positive attitudes toward learning will be rewarded sensibly and in line with the policy.



A whole school approach of positive reinforcement is taken to the management of behaviour and it is essential that this is followed consistently. In this way we can create a secure climate of mutual respect where children are aware of expectations and receive positive guidance whilst learning to play a responsible role both within the school and its wider community.

Alongside the 'Triangle' we encourage positive behaviour through:

- PSHE/Citizenship & Assemblies
- School Council
- Areas of responsibility/good role models
- Mutual respect expected of all adults and children
- Anti-Bullying week/Friendship weeks
- Clear 'Consequences'

Rewards systems include the following:

- Dojo point
- Children who produce good work can be sent to the Head of School or senior leaders
- Certificates/awards in assemblies
- Star of the Week Award
- Extra play
- Subject/value-specific certificates/ rewards

If a child's behaviour or work ethic falls below the standard expected, the teacher will offer support, advice, encouragement and a reminder of expectations. If appropriate the pupil will 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**. Teachers will quickly reinforce positive changes in behaviour by moving the pupil back to the **GREEN ZONE** as soon as pro-social behaviour is observed.

If a child continues to struggle to manage their behaviour for a prolonged period of time, they will usually be moved to the **RED ZONE** and given time out. Again, pupils are asked to reflect on what they might do to change their behaviour. If a member of staff is available to support this reflection, then a restorative discussion may take place.

Persistent movement to the **RED ZONE** will result in individualised approaches discussed with parents. **RED ZONE** incidents are recorded in Scholarpack so that leaders can analyse the cause of incidents, support individual or class

behaviour and provide further training for staff if needed. Further behaviour curriculum, relationship work may also need to be carried out with whole classes, cohorts, individuals or the whole school as a result of the analysis.

Individualised approaches may include catching up on work at other times in the school day or at home, working in small groups (to address and learn the behaviours required for good learning), social and emotional interventions, more regular communication with parents or other alternatives which support improved behaviour and reduced disruption to learning.

In some cases, an Adult Response Plan (ARP) (please refer to the trust's [SEND and Inclusion policy](#)) is produced to support pupils to stay regulated and behave in a pro-social way. These are completed with the SENDCo and all other adults that know the child best. The ARP uses behaviour analysis to identify a pupil's unmet needs and how best to meet them. We make reasonable adjustments to support pupils with SEND and SEMH needs in an inclusive environment.

#### Physical Intervention - The Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law.

See [Safe Touch and Physical Intervention Policy](#)

#### Restorative conversations

Pupils are held accountable for their behaviour and have the opportunity to reflect on their actions and 'put things right'. There are logical consequences for misbehaviour and chances to repair relationships that have been damaged.

The process aims to build empathy and understanding rather than assigning blame. Not all incidents will need this approach but where this approach is needed the questions below are the script.

1. What happened?
2. How are you and other people involved feeling?
3. Who do you think has been affected by your actions? In what way?
4. What do you need to do know to put things right?

#### **EYFS**

At HEARTS Academy Trust we are aware that the early years of a child's education are vitally important in developing positive learning behaviours as well pro-social behaviour. Adults working with these children model this behaviour explicitly. We start early to engineer success later. We have the same high expectations of early years children as we have of other pupils regarding behaviour.

#### **Beyond the School Gates**

Whilst this policy refers mainly to the behaviours of pupils within school premises, the schools reserve the right to respond to 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 including all behaviour that is hate based, including but not exclusively; racist, sexist, homophobic, or directed at those who are protected under the equalities/ disability acts. This includes online activity
- 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 school
- Positive 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. This includes all behaviour that is hate based, including but not exclusively racist, sexist, homophobic, or directed at those who are protected under the equalities/ disability acts. This includes on line activity

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

### **Responses – Off-site Behaviour**

Behaviour occurring 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, may still be responded to in school. This includes behaviour online / social media. In responding, the following will be considered:

- The family circumstances and the child's emotional state and wellbeing
- The severity of the behaviour
- The extent to which the behaviour is unsupportive of HEARTS values and the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of one our school
- 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 behaviour 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, religious/cultural discrimination, sexist, 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, religious or cultural discrimination, biphobic, sexist, transphobic and racist language. Pupils are aware that inappropriate language is not tolerated and are taught to report it. Within the school, we explain why using homophobic, religious or cultural discrimination, biphobic, sexist, transphobic or racist language is wrong and hurtful and, in an age-appropriate way, explain what those words mean.

Staff will challenge and report any racist, sexist or homophobic incidents in the school to the Head of School. All comments of this nature will be reported to parents and persistent comments, behaviour, actions or incidents may result in decisions to reduce pupils' time with other pupils until this behaviour ceases. Our priority is that all pupils are safe and feel safe in school. All pupils who need support to prevent further inappropriate language or actions will receive it.

### **Reporting of incidents**

A report should be made by staff to the Head of School, whenever an incident of particularly inappropriate behaviour occurs in school. A log of this will be kept either on Scholarpack or filed locally. Any concerns regarding safeguarding will be logged on Safeguard, please refer to the trust's [Child Protection Policy](#); these are immediately monitored by the Designated Safeguarding Lead.

### **Bullying/Harassment**

The schools define 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 will be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. We are particularly vigilant concerning child-on-child abuse including banter, coercion and harmful sexual behaviours (please refer to the trusts [Harmful Sexual Behaviour / Child-on-child Abuse policy](#)). These are addressed with pupils immediately. We also recognise that those that identify other than male are at greatest risk from these behaviours and therefore ensure that at times we discuss and receive feedback exclusively from groups who do not identify as male. If the victim might be in danger, then intervention will be immediate.

At all times, the social and emotional needs of any victim of bullying and the child responsible are given a high priority. Support includes the time and input of a Learning Mentor/ pastoral lead who will teach coping/ behaviour strategies, the support of the school counsellor, MHFAC, class buddies and play partners amongst other support. We have a growing number of staff who have specialist SEMH training such as PRICE Positive handling, Thrive and Trauma Perceptive Practice who can support SENDCos, families and teachers with these vulnerable pupils.

### **Control measures taken to help prevent bullying:**

We actively pursue a series of preventative strategies to ensure we maintain positive behaviour reinforcement. As a school we use the following systems to prevent bullying from happening:

- A safe environment is created in each playground through careful adult supervision.
- We actively engage pupils by honest discussions in School Council / class meetings.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying (e.g. Anti-Bullying Week in November, Friendship Week or links with relevant themes as a whole school curricular focus, inclusion in assembly themes when relevant).
- Use of curriculum opportunities include: our whole school plan linking PSHE, citizenship and whole school assembly themes; time-tabled slot for PSHE and circle time activities in each class.

- The school has clear HEARTS values which are regularly reinforced in class and in assembly.
- There are opportunities for school leadership to discuss behaviour issues with an open and honest antibullying ethos. E.g. monitoring of critical incidents forms by SLT; reporting and monitoring of racial and hate incidents by the HoS and close regular monitoring of behaviour.
- Members of staff are alert to act firmly and promptly against it in line with this policy.
- We build community cohesion by celebrating and advocating fundamental British Values with respect for different cultures, difference and diversity and by making links with and engaging the wider school community in this agenda.
- Repair work is undertaken by the senior leaders with pupils who are found to have caused harm to others through bullying.

## **Cyberbullying**

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. Cyberbullying 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 cyberbullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. This action must never be taken without the approval of the Executive Headteacher or CEO. In line with KCSIE and safeguarding procedures, no staff should look at a device if they believe that it may contain an indecent image of a child. If such an image is viewed, then the DSL and Head of School must be informed immediately so that appropriate action can be taken.

Cyberbullying prevention strategies are addressed within the curriculum, for example through citizenship and PSHE. Online safety is also taught throughout the computing curriculum. All Trust staff receive a regular programme of CPD which aims to inform them regularly of risks to pupils.

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. Child allegedly responsible and victim will be watched and incidents recorded for a period of 3-5 days;
5. Alleged victims will be spoken to by a senior member of staff and/ or the DSL/ DDSL. This can be with or without parents. Pupils can choose to have a friend with them also
6. All staff will be informed via weekly staff meetings of the need for vigilance and reporting back and information will be fed back to the Head of School
7. Any proven bullying will always result in restorative measures and may result in consequences up to and including fixed-term exclusion
8. Parents will be informed of the outcome after the observation period ended
9. Any child proven to be bullying will receive support to change the behaviour and understand the consequences. They will also be encouraged to take action to put right the hurt that they have caused



10. In the case of child-on-child abuse and sexual violence follow the guidance in KCSIE (DfE's most up to date publication date version) including reporting, talking to pupils and the need for a risk assessment must be considered

### **Lunchtime Behaviour**

Midday Assistants are responsible for managing the behaviour of pupils at lunchtimes.

Positive behaviour is rewarded by praise, stickers other incentives. Other rewards are decided by the schools.

Incidents of inappropriate behaviour are reported to the staff; in the first instance this would be the class teacher. 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 may be removed from the dinner hall or playground and parents will then be informed.

### **Damage to property and breakages/ behaviour**

Where the academy's property has been wilfully or recklessly damaged by a pupil or parent/carer, the academy **may** charge those responsible for some or all of the cost of repair or replacement.

Where property belonging to a third party has been damaged by a pupil, and the academy has been charged, the academy **may** charge those responsible for some or all of the cost.

Whilst this is rare; where a pupil is withdrawn from events / visits/ trips due to unacceptable behaviour the school reserves the right not to refund any associated costs related to the event.

### **Monitoring and Evaluation**

This policy will be monitored and reviewed annually. 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.

### **Suspensions and Permanent Exclusions**

**There have been no permanent exclusions in any of the HEARTS schools for a period of over 10 years.**

There may be occasions when a suspension is considered necessary. Suspensions are considered when:

- There is a risk to the safety and wellbeing of the child, other pupils, staff or volunteers
- The behaviour of a pupil is a persistent concern, and all other measures have been exhausted, including support and counselling
- There are examples of behaviour which are incompatible with the values of the trust (either one-off or repeated)

A suspension will be immediately notified to the parent/carer by telephone, followed by a letter. A reintegration meeting will be held with the parent/carer upon the child's return to school to design a strategy that offers the pupil a fresh start.

Suspensions are very rare in our schools and our own resources in The Atrium (our specialist provision) support our ability to keep pupils in school whilst interventions take place to improve behaviour and social, emotional and mental health. If pupils present with persistent behavioural challenges, the Trust and/or school may make referrals

to HEARTS Atrium (our specialist provision), and following this referral to the Essex SEMH panel (CSS) for additional support.

However, the statutory use of permanent exclusions is available to the trust should the behaviour of a child be of extreme concern. Parents/carers have the right to appeal a permanent exclusion.

We only use modified timetables in the following circumstances:

- In agreement with parents and the Local Authority
- Where all other options have been explored and exhausted
- For a fixed period of no longer than six weeks (subject to weekly review)
- In the best interest of the pupil
- To support the pupil in developing specific social/emotional skills
- To avoid permanent exclusion
- To provide significant intense support in order to achieve success in a mainstream setting
- Where these have been agreed with executive leaders

HEARTS Academy Trust will report all suspensions/permanent exclusions to the Local Authority (LA), with copies of all correspondence shared with the LA. If a pupil has a social worker, or if a pupil is looked-after, HEARTS Academy Trust must notify the social worker and/or Virtual School Heads (VSH) as applicable.

#### **How we monitor and support how behaviour is good:**

- Internal/external reviews
- Head of School and CLAL monitoring
- Governor reports and visits
- Awards and quality marks
- Analysis of trends including Safeguard and Scholarpack
- Staff, pupil and parent feedback

#### **How we inform and involve parents:**

- Induction
- Home school agreements
- Phone calls home/meetings
- Parent consultations
- Annual reports
- Send reviews (annual reviews)
- Prospectus
- Newsletters
- Ofsted inspections
- Ofsted Parent View
- Sharing external reviews of the school

#### **Dealing with inappropriate behaviour of parents, visitors and other adults in school:**

The school has a legal duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents.

All persons on site are expected to behave appropriately and in line with the HEARTS values. If they do not, the school must take the action it considers necessary to prevent a repeat of that behaviour.

#### **Inappropriate behaviour:**

This includes causing any kind of nuisance or disturbance, such as:

- Shouting at members of the school staff, either in person or over the telephone
- Being verbally aggressive, e.g. swearing, threatening or shouting at others on the premises, including other visitors to the site
- Physically intimidating a member of staff, e.g. standing very close to her/him, shaking or holding a fist towards another person, the use of aggressive hand gestures etc
- Refusing to follow the reasonable instructions of staff; e.g. refusing to move from a specified location, to cease behaving in a certain manner, refusing to leave the site when reasonably asked to do so, causing an obstruction or health and safety hazard
- Being physically abusive or threatening, e.g. taking an aggressive stance, threatening to strike someone or assaulting another person, including other visitors
- Swearing at a member of staff
- Breaching the school's security procedures This is not an exhaustive list but seeks to provide illustrations of such behaviour

**How the school can respond, based on the severity of the behaviour:**

- 1) Verbal warning – the Head of School or a senior member of the school staff can ask the person to stop behaving inappropriately or to leave the premises. Though this warning is given verbally, the information will be recorded
- 2) The police – can be asked to attend school to ask the person to leave, to remove them from the premises or, if their behaviour warrants it, to arrest them
- 3) Warning letter – serious incidents should be followed by a letter from the school advising the perpetrator of the consequences of any repetition of the behaviour previously displayed
- 4) Banning letter – if the incident is sufficiently serious or it is one of a series of incidents, the Head of School can ban the person from the premises
- 5) Legal proceedings – a). Civil proceedings, compensation claims can be made by the school for compensation against any individual who has caused damage to the premises or any items owned by the school. b). Injunction; if a person persistently enters the school premises without permission or authority, the school may seek an injunction from the courts prohibiting them from coming onto the premises. c). Criminal proceedings via the Crown Prosecution Service

## **Appendix 1: Fixed Term Suspensions**

The following steps and procedures are followed when a pupil receives a fixed suspension

- 1) Decision is made by the Head of School to enact a fixed suspension, and determines the number of days (sessions) that this will be applicable for based on the seriousness of the behaviour
- 2) Phone call to parents is made; pupil is collected as soon as possible from school site
- 3) Letter detailed fixed suspension is given to parents; the letter details the incident as well as statutory responsibilities
- 4) A copy of this letter is placed in the pupils file
- 5) A record of the fixed suspension is made on Scholarpack (MIS), including details of the incident and communication with parents
- 6) Reintegration meeting (and restorative conversations) are had with the pupil and family either before the return from the suspension or on the day of return (back to school); these meetings are held by the Head of School and minutes are taken
- 7) The child's wellbeing and behaviour continues to be monitored, in partnership with parents and applicable staff

This policy is underpinned by the following:

- Evidence from research such as the Education Endowment Foundation: 'Improving Behaviour in schools' report
- DFE (2018) Mental Health and behaviour in schools
- Bennett. T (2017) Creating a Culture: how school leaders can optimise behaviour
- Trauma informed practice and the effects of Adverse Childhood Experiences

Please also see further policies, [located on the trusts website](#):

- KCSIE
- SEND and Inclusion policy
- Child Protection policy
- Online Safety and Data Security policy
- Community Cohesion policy
- Harmful Sexual behaviour – Child on Child Abuse
- Safe Touch and Physical Contact policy