Behaviour, anti-bullying and exclusion Policy

Agreed by Trustees: May 2020 (covid-19 appendix added 21.5.20)

To be reviewed: February 2021
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 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, 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 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 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. Learning zones are used as a visual aid in the classroom.

We have four ‘Learning Zones’, Gold, Green, Amber and Red, as well as platinum, gold+ and silver, 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 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 senior leaders
• 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, the teacher should check in with the child, question the underlying reason for the behaviour and what the child may be communicating. The teacher should offer support, advice, encouragement and a reminder of expectations. If appropriate 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. Teachers should quickly reinforce positive changes in behaviour by moving the pupil back to Green 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 sent to the partner class for a time out of appropriate length if appropriate and at the teacher’s discretion. 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 should take place.

Persistent movement to the red zone will result in individualised approaches discussed with parents. These 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.

**Beyond the School Gate**

Whilst this behaviour 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
• 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
- 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.

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 on line / social media. In responding, the following will be taken into account:

- The family circumstances and the child’s emotional state and wellbeing
- The severity of the misbehaviour
- 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 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, 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, 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, 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 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 / incidents may result in decisions to reduce pupils’ time with other pupils until this behaviour ceases. All pupils who need support to prevent further inappropriate language/ actions will receive it.

**Incident Reports**

An analysis report should be completed by staff whenever an incident of particularly inappropriate behaviour occurs in school. Blank copies of analysis reports are available in the school office and in classrooms and should be handed to the Head of School as soon as possible. Analysis reports are logged and kept either on Scholarpack or filed locally. Pink ‘Concern’ forms will be completed if there are 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 will 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 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, 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. 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.

Cyber bullying prevention strategies are addressed within the curriculum, for example through citizenship and PSHCE. Internet safety is also taught throughout the computing 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. Child allegedly responsible 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 will always result in restorative measures and may result in consequences up to and including fixed term exclusion.
7. Parents will be informed of outcome after observation period ended.
8. 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.

**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, exclusion and anti-bullying 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 may result in pupils accessing outside time separately to peers, 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 child responsible 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 one year. 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.

**Exclusions**

**HEARTS has a policy of no permanent exclusions. This policy is renewed annually but has been in place for ten years.**

There may be occasions when a fixed term exclusion is considered necessary. Fixed term exclusions 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 fixed term exclusion will be notified to the parent/carer by telephone, followed by a letter. A meeting will be held with the parent/carer upon the child's return to school in order to discuss expectations and reintegration.

Exclusions are very rare in our schools and our own resources in the Atrium AP support our ability to keep pupils in school whilst interventions take place to improve behaviour and social, emotional and mental health.

However, the statutory use of permanent exclusions is available to the trust should the behaviour of a child be an extreme concern. Parents/carers have the right to appeal a permanent exclusion.
Covid 19 appendix – 21.5.20

During the period when national restrictions are in place and the government's "stay alert" programme is live (or other similar programmes) we will be expecting all pupils, parents and staff to comply with the school's health and safety processes and procedures as we would normally. These have been communicated to parents, staff and pupils.

Behaviour that jeopardises the health, safety or well being of staff and pupils will be managed more urgently and with swifter escalation than in the substantive policy. This is to support school leaders in managing any behaviour which endangers others.