

HARTLEY PRIMARY ACADEMY

BEHAVIOUR POLICY AND GUIDANCE

THIS POLICY WORKS ALONGSIDE THE ANTI-BULLYING POLICY AND THE ANTI-RACISM POLICY.

Aims and expectations

It is a primary aim of our Academy that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The Academy Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff. (*See DfE document, "Behaviour & Discipline in Academies, Feb 2014, p6)*

The Academy has a number of school rules, but the primary aim of the Behaviour Policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

- Each class will discuss and agree class rules, agreeing sanctions to be applied in the event of rules being broken.
- The school has 'Golden Rules' which were adopted by Student Voice as our 'Mission Statement' regarding non-violence, no bullying, cooperative and polite behaviour which every member of the community is expected to follow in order for everyone to feel and to stay secure and safe.
- The school expects every member of the school community to behave in a considerate way towards others.
- We treat all children fairly and apply this behaviour policy in a consistent way.

Rewards and punishments

The school prefers to enforce behaviour by reinforcing the positive and encouragement. We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children;
- teachers give children house points;
- Stickers are issued.
- Foundation Stage and Key Stage 1 children can be 'put on the star' on a daily basis for their work, behaviour - or both!
- Each week we nominate at least two children from each class for a certificate in the Celebration Assembly; these children have their photographs, with their certificates, displayed on the information screen in the entrance hall on a weekly basis.
- Weekly Celebration Assembly rewards behaviour as well as achievement.
- Staff distribute merits (house points/class trophy/class mascots/stickers etc) to children either for consistent good work or behaviour, or to acknowledge outstanding effort, particular success or acts of kindness in school.

The school acknowledges all the efforts and achievements of children, both in and out of school.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- In Foundation Stage and Key Stage 1 a 'Traffic Light' system is operated where all children begin on 'Green' and will stay there unless behaviour is giving cause for concern. Children then progress to 'Amber'. Few progress beyond this to 'Red', where further action is taken (see below). In the majority of cases, being placed on 'Amber' is sufficient. A child can see their name returned within the same day to 'Green' if their behaviour improves.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, they will be instructed to redo a task and this may be in their own time.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the

activity and prevents the child from taking part for the rest of that session.

- Children must be given the opportunity to demonstrate they can make correct choices about behaviour in the future, therefore parents are not contacted over minor misdemeanours. Children whose behaviour is repeatedly unacceptable or incidents which are very serious will be reported to their parents. Parents are a valuable and effective resource in behaviour reinforcement, and therefore their involvement must not be undervalued by calling them in unnecessarily.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the Academy contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Children may be required to spend some time in the Quiet Reflection Room at lunchtime for violence, repeated disruption, excessive rudeness or disrespect.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our Academy. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

The Academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in, *The Use of Force to Control or Restrain Pupils*. (Updated 26th March 2014)

Teachers in our Academy do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint and positive handling of children.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. Following up incidents of poor behaviour of the children in the class

continues to be the responsibility of the class teacher if the children are taught by another adult; e.g. a supply teacher or Teaching Assistant. Following up incidents of poor behaviour outside of class, e.g. playtimes and assembly times is also the responsibility of the class teacher. (See points set out below.)

The class teachers in our Academy have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. Children must be given clear directions as to the choices open to them and the consequences of making the wrong choices. Children who manifest continued misbehaviour, after an agreed number of warnings may be sent out of the room to another colleague, with a child accompanying them and a note explaining the circumstances. Should this not be effective, then children should be referred to the Key Stage Leader.

Children should only be sent to the Vice Principal or Principal in circumstances of extreme rudeness, disrespectful or dangerous behaviour. Teachers need to be aware that too hasty referral can undermine their ability to maintain order in the eyes of the child(ren). In cases of repeated failure to behave appropriately the Academy may impose the sanction of loss of some break time, to reinforce the seriousness of the situation or to complete work unfinished as a result of poor behaviour.

The class teacher liaises with the school SENCO and with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service and a Behaviour Support Plan initiated.

The class teacher reports to parents about the progress of each child in their class, in line with the Whole-Academy policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

It is the role of all teachers to reinforce behaviour as they and children move around Academy, however, children whose behaviour is not satisfactory at playtime or lunchtime (in particular) should be disciplined by the class teacher as well as immediately by the teacher on duty. This is particularly significant at lunchtime when the Lunchtime Supervisors role needs to be supported by teaching staff.

If, as a result of poor behaviour, sanctions are applied which require the child to lose part of their playtime, supervision of this child remains the responsibility of the class teacher.

During PPA time children may be taught by other members of staff. Whilst discipline will be enforced at the time, the responsibility for the behaviour of children during PPA time and the consequent follow-up is the responsibility of the class teacher.

The role of the Principal

It is the responsibility of the Principal, following most recent DfE guidelines, to implement the Academy behaviour policy consistently throughout the Academy, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the Academy.

The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Principal keeps records of all reported serious incidents of misbehaviour.

The Principal has the sole responsibility for giving exclusions to individual children for serious acts of misbehaviour.

The role of parents

The Academy works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the Academy rules in the Academy Prospectus, and we expect parents to read these and support them.

Parents are a very effective deterrent in reinforcing pupil behaviour, therefore we must ensure that their involvement is for major incidents or extended episodes of unacceptable behaviour rather than minor incidents. Ideally, children should learn from these and ensure their behaviour is acceptable following discussion, mediation and possibly the use of sanctions mentioned earlier. (i.e. loss of some playtime/time out to calm down.)

In order to support a child in focusing on aspects of behaviour which need to be improved, a child may be given either a 'daily report' sheet or a 'session by session' report sheet. Adults involved with the child during the day comment on the child's behaviour, with particular reference to the behaviour targets identified. This may remain 'internal' i.e. teacher, Principal or Vice Principal or parents may be involved depending upon how the child is able to respond in changing their behaviour.

We expect parents to support their child's learning, and to co-operate with the Academy, as set out in the Home-Academy Agreement. We try to build a supportive dialogue between the home and the Academy, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the Academy has to use reasonable sanctions to punish a child, parents should support the actions of the Academy. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Principal and then the CEO. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of Lunchtime Supervisors

Lunchtime Supervisors follow an agreed code of practice. This code follows the principle of reasoned discussion about what is and what is not acceptable behaviour - and why such behaviour is unacceptable.

Lunchtime Supervisors are given information about children giving cause for concern, either because their behaviour is not acceptable or they are vulnerable or troubled. They will keep a particularly close eye on children in these circumstances.

The role of the Academy Board

The Academy Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Principal in carrying out these guidelines.

The Principal has the day-to-day authority to implement the Academy behaviour and discipline policy, but may seek advice from the CEO of the Leigh Academies Trust or governors about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the Principal (or the acting Principal/Vice Principal in the absence of the Principal) has the power to exclude a child from the Academy.

When deciding whether to exclude a pupil from the Academy the Principal must be guided by *the Leigh Academies Trust Exclusions Policy*.

Permanent exclusions will only be issued after consultation with the CEO of the Leigh Academies Trust.

Monitoring

The Principal monitors the effectiveness of this policy on a regular basis. S/he also reports to the Academy Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Academy keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Principal records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes.

The Principal keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the Academy policy is administered fairly and consistently.

Sanctions which may be used

- Sent to a senior member of staff (Key Stage Leader, SMT) to be reprimanded.
- Working in a separate part of the classroom for a specified time.
- Losing a short part of playtime.
- Working within another class.
- Working out of class supervised by a member of the Senior Leadership Team (SLT).
- Spending a specified amount of time in the Quiet Reflection Room.
- Behaviour reinforcement charts.
- In cases of extremely poor, violent or dangerous behaviour, other sanctions may be used. For example, if a child represents the Academy in a sports team or if a child has a role of responsibility within the Academy - clearly considered to be a role-model- then they may be 'stood down' for a period of time. This will be in consultation with SLT and all other options will need to have been considered first.

Class Teachers may instruct a child to complete a task for part of their break time if misbehaviour has been the cause of lack of completion.

Class Teachers/Lunchtime Supervisors may send a child for a limited amount of 'time-out' in an agreed place on the playground during breaks if behaviour is dangerous to others or counter to the agreed standards of behaviour.

Class Teachers/Lunchtime Supervisors/Principal and Vice Principal may supervise a child for some or the entire break away from the playground in cases where

persistent dangerous or bullying behaviour is affecting the well-being and safety of other children. Physical violence will result in immediate removal from the playground.

Persistent bullying or misbehaviour will be reported to the Head of Key Stage, Vice Principal, Principal and parents.

At all stages the child is encouraged to reflect on their behaviour, in which ways behaviour constitutes a danger or creates fear or unpleasantness for others and strategies considered as to how such behaviour can be avoided, changed or managed.

It is advised that all adults in Academy read the attached DfE Document, **'Behaviour and discipline in Academies. Advice for headteachers and Academy staff, Feb 2014'**

Review

This policy will be reviewed every two years, in conjunction with the CEO and Academy Board. The policy may be reviewed earlier than this, if the government introduces new regulations, or if there are recommendations on how the policy might be improved.

Date of next review: September 2016

HARTLEY PRIMARY ACADEMY

ANTI-BULLYING POLICY

Introduction

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. It is sustained and intentional.

Bullying can consist of:

- Verbal abuse such as name calling, teasing (banter), offensive jokes.
- Non-verbal abuse such as insulting gestures or mimicry.
- Ignoring or excluding someone.
- Display or distribution of offensive material or graffiti.
- Threatened or actual physical abuse or attack, including pushing or cornering.
- Cyber bullying, which includes malicious phone calls, text messages, emails, chat rooms, or posting of material relating to a pupil's actual or perceived sexual orientation on internet sites.

In addition, Homophobic bullying is a specific form of bullying motivated by prejudice against lesbian, gay or bisexual people (LGB). The bullying can take the forms of verbal and physical abuse.

2 Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing an Academy ethos in which bullying is regarded as unacceptable. Bullying is discussed on a regular basis in Assemblies, School Council and in classes. We promote a 'Don't suffer in Silence' ethos where children understand they must tell an adult if they feel they - or another child - is being bullied.

We aim, as an Academy, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent Academy response to any bullying incidents that may occur.

Children are encouraged to report incidents of bullying to themselves or another child immediately.

The Academy will investigate immediately or as soon as it is possible. Children have short memories and issues will become muddled, hampering investigations.

Bullying/any sort of physical aggression/verbal aggression will not be tolerated. The perpetrator will be dealt with appropriately after investigation.

We aim to make all those connected with the Academy aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our Academy.

Homophobic language must be challenged specifically as if left unchallenged it can appear acceptable and act as an invitation to more intense harassment and violence. The widespread use of the word 'gay' to illustrate something as inferior or worthless creates an environment at school where difference and diversity are not respected.

3 The role of governors

The Academy Board supports the Principal in all attempts to eliminate bullying from our Academy. This policy statement makes it very clear that the Academy Board does not allow bullying to take place in our Academy, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Academy Board monitors the incidents of bullying that occur, and reviews the effectiveness of the Academy policy regularly. The governors require the Principal to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of Academy anti-bullying strategies.

Any complaints relating to bullying will be addressed in line with the "*Trust Complaints Procedure*".

4 The role of the Principal

It is the responsibility of the Principal to implement the Academy Anti-Bullying Strategy and to ensure that all staff (both teaching and non-teaching) are aware of the Academy policy and know how to deal with incidents of bullying. The Principal reports to the Academy Board about the effectiveness of the anti-bullying policy on request.

The Principal ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this Academy. The Principal draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Principal may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Principal ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Principal sets the Academy climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

5 The role of the teacher

Teachers in our Academy take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Principal, the teacher informs the child's parents.

The Principal keeps a log of bullying. Any issues with regard to bullying should be reported to the Principal/ Vice Principal.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Principal and the Inclusion Manager. We then invite the child's parents into the Academy to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Principal may contact external support agencies such as the social services.

Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

6 The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the Academy's Anti-Bullying Policy and to actively encourage their child to be a positive member of the Academy.

7 Bullying by/towards Adults

Adults in the Academy have the right to be protected against bullying. All bullying should be reported to the Principal/Vice Principal. In the event of perceived bullying by the Principal the CEO should be informed.

Teachers must not be subjected by bullying or harassment from parents, parents must not be subjected to bullying or harassment from teachers.

8 Monitoring and review

This policy is monitored on a day-to-day basis by the Principal, who reports to governors about the effectiveness of the policy on request.

This policy will be reviewed every two years, in conjunction with the CEO and Academy Board. The policy may be reviewed earlier than this, if the government introduces new regulations, or if there are recommendations on how the policy might be improved.

Date of next review: September 2016

HARTLEY PRIMARY SCHOOL

ANTI-RACISM POLICY

Hartley Primary Academy is committed to an inclusive ethos based on respect for, and celebration of, ethnic diversity. The Academy strives to prepare all pupils for living in a multi-cultural and multi-ethnic society. The Academy will strive to promote race equality in all dimensions of the school's life and community.

We will:

- Take positive action to eliminate racial discrimination and harassment
- Promote equality of opportunity for all members of the school community
- Promote good relations between people of different racial groups

Cultural and ethnic diversity will be valued in the curriculum, in the school workforce, the parental body and the student body. We will ensure that the culture and ethos of the academy places equal value on the diverse racial faith and ethnic groups, cultural and linguistic heritage represented in our society.

We acknowledge and value all ethnic and national groups represented in the school community, including Asylum Seekers, Refugees, Gypsies and other Travellers.

We recognise we live in a multi-cultural and multi faith* community and we will strive to recruit a workforce to reflect this.

We endorse the recommendations of the Stephen Lawrence Inquiry Report.

We accept the definition of racism and institutional racism included in the Stephen Lawrence Inquiry Report:

Racism - Conduct or words that either advantages or disadvantages people on the basis of their colour, culture or ethnic origin.

Institutional racism - The collective failure of an organisation to provide an appropriate and professional service to people on the basis of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.

We will ensure that all members of the school community will have the opportunity to improve their own understanding of race equality and understand their personal responsibility to promote race equality.

SCHOOL POLICIES

All school policies will have an explicit aim of promoting race equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

CURRICULUM

Hartley Primary Academy provides a broad and balanced curriculum for all pupils. The school accepts the three principles in the statutory inclusion statement for the National Curriculum:

- Setting suitable learning challenges for all pupils
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Our curriculum co-ordinators are responsible for ensuring their subject programmes/schemes of work raise awareness of multi-cultural issues and challenge stereotypical views of different racial groups and nomadic communities. In the purchase of resources, our curriculum co-ordinators will ensure that materials reflect and celebrate ethnic and cultural diversity.

TEACHING AND LEARNING

Hartley Primary Academy strives to ensure that teaching and learning styles include and raise achievement of all pupils.

We will ensure that methods of assessment are culturally neutral and do not disadvantage pupils for whom English is an additional language.

We will ensure that setting and grouping arrangements raise achievement of all pupils and do not reinforce negative stereotypes or lower the self-esteem of pupils.

Teachers will seek opportunities to introduce activities that demonstrate the value of other cultures and encourage children to discuss race equality.

COMMUNITY CONSULTATION AND PARTNERSHIP

Hartley Primary Academy is committed to working in partnership with local minority ethnic community groups and promoting racial harmony.

We will welcome minority ethnic community and faith groups by inviting them to join in the celebration of cultural and religious festivals in our school.

We will be pro-active in recruiting community volunteers to ensure the school's volunteer profile reflects the ethnic profile of the school population and the community.

We will take positive action to ensure that communication is accessible to all.

We will ensure that all community groups using the school building are aware of our Race Equality Policy.

RACIAL INCIDENTS

Hartley Primary Academy will not tolerate any form of racial harassment or abuse.

We accept the definition of a racial incident as included in the recommendations of the enquiry into the death of Stephen Lawrence:

Racist Incident - A racist incident is any incident that is perceived to be racist by the victim or any other person.

The school has a racial incidents policy and procedure (this should be attached as an appendix). The Principal (or nominated member of staff) is responsible for implementing the procedure and ensuring that all members of the school community are aware of, and understand, the policy.

ETHNIC MONITORING

Hartley Primary Academy will ensure that ethnic monitoring of the pupil population and the workforce is undertaken positively to ensure equality of opportunity and high achievement for all groups.

The Principal will ensure that all staff involved in recruitment, staff development and admissions receive appropriate training and understand the process and rationale for collecting data on Ethnicity.

The Principal will ensure that data on the ethnic profile of the school is used to monitor the impact of policies on pupils, staff and parents from different racial groups.

RESPONSIBILITY

It is the responsibility of all members of the school community to:

- Promote race equality and support the implementation of the Race Equality Policy including the Racial Incidents Reporting Procedure
- Behave in a manner which respects and values cultural and linguistic diversity
- Challenge and eliminate racial discrimination, racial harassment and racial abuse.

MONITORING

Hartley Primary Academy is committed to monitoring by racial group:

- Admissions
- Attainment in all curriculum areas
- Attendance
- Racist Incidents and Action Taken
- Selection and recruitment of staff
- Staff development
- Exclusions
- Awards and rewards
- Disciplinary sanctions
- Participation in extra-curricular activities
- Attendance at parental consultations

REVIEW

This policy will be reviewed every two years, in conjunction with the CEO and Academy Board. The policy may be reviewed earlier than this, if the government introduces new regulations, or if there are recommendations on how the policy might be improved.

Date of next review: September 2016