



Hartley Primary Academy

Behaviour Policy

Document Title	Behaviour Policy
Version number	1.9
Policy Status	Active
Date of Issue	September 2023
Date to be revised	July 2024

Revision Log (last 5 changes)

Date	Version No	Brief detail of change
Sept 2019	1.3	Revised traffic light system - moved to amber if behaviour persists after first two warnings
May 2020	1.4	Addendum 1.0 added linked with behaviours while schools are under "phased return". Lockdown due to COVID-19
May 2021	1.5	Revised Covid 19 addendum and alterations to recording behaviour.
June 2022	1.6	Fully revised after consultation with parents about certain elements
June 2023	1.7	Revised to include change to continuous moving onto amber
September 2023	1.8	Revised to add 'shooting star' level as part of the traffic light system. Also the visual 'Amber' and 'Red' levels have been removed from classrooms to avoid public humiliation for children although the sanctions still stand. Updates to staffing following a change in leadership.

March 2024	1.9	<p>Visual amber and red to be reinstated for use in classrooms.</p> <p>Breakfast Club and lunchtime staff will follow a separate approach which includes 'time outs' during breakfast club/lunchtime.</p> <p>Paragraph added about adjustments for children with challenging behaviour</p> <p>Paragraph added detailing fixed term/permanent exclusions.</p>
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Rationale:

Hartley Primary Academy is an inclusive school that meets the needs of a range of children and families.

At Hartley, we aim to promote an environment in which every member of our community feels valued and respected. We believe that all children have the right to learn in a happy, safe environment where they are treated fairly and equally. Our 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. We are a caring community, whose values are built on mutual trust and respect for all. We want children to develop as confident individuals with a positive self-image and an understanding of their role and responsibilities within the school and wider community. We follow the 'Rights and Responsibility' ethos to ensure we empower our children to become active citizens and learners, specifically every child's:

- Right to be safe
- Right to be respected
- Right to learn
- Right to be heard
- Right to be happy

Effective teaching and learning is dependent upon positive relationships between staff and pupils, as well as peer on peer relationships. It is essential that staff are consistent when enforcing the school rules with high expectations and challenge any unacceptable behaviour.

The behaviour policy operates in conjunction with the following policies:

- Anti-Bullying Policy
- Child Protection and Safeguarding Policies (as well as KCSIE 2023-24)
- Health and Safety Policy
- Teaching and Learning Policy
- SEND and Inclusion Policy
- Anti-racism Policy

In the creation of this policy, we have used the guidance from the DfE:

- Behaviour and Discipline in Schools, 2016
- Preventing and Tackling Bullying, 2014
- Use of Reasonable Force, 2013
- Searching, Screening and Confiscation, 2016
- Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, 2015
- SEND Code of Practice, 2015
- Keeping Children Safe in Education, 2023
- Supporting children and young people who are bullied: advice for schools
- Cyberbullying: advice for headteachers and school staff
- Advice for parents and carers on cyberbullying

The behaviour of children in our school, although ultimately the responsibility of the Principal, should, on a day-to-day basis, be the responsibility of all staff. This will bring benefits in the form of a happy and calm school. The procedures described here will be applied consistently by all staff to all children at all times and staff will be expected to interact with children regardless of which class they are in. This will also include the power for teachers to discipline pupils, under certain circumstances, even when they are not at school or in the charge of a member of staff. (See DfE document, "Behaviour & Discipline in school, p5 and "Preventing and Tackling Bullying", p5)

The Whole School Behaviour Policy confirms our commitment to:

- Helping young people to understand how their behaviour affects others and the world around them
- Creating a partnership of support and effective communication between home, school and the wider community
- Providing young people with an informed view of life and develop a strong sense of right and wrong enabling them to become thoughtful, caring members of society;
- Valuing each and every child regardless of ability, race, gender or religion; maintain, develop and consistently apply high standards within the school and enable teachers to develop and use their own professional expertise.
- Not tolerating bullying of any kind including online-bullying or bullying linked to racism, LGBTQ+ or discrimination of any kind.

School Rules:

At Hartley, our school rules, known by the whole school community as our 'Rights and Responsibilities', are in place to help us all achieve our vision of children who are 'Happy, Positive, Achievers'. The school rules clearly define the high standard of behaviour and character that we expect of everyone in our school. They are referred to frequently and should encourage the children to be positive in all they do and should help to create a happy environment for pupils to work in.

These rules are set out below:

- **We have the right to be safe**

- We have the responsibility not to hurt others.
- We will not hurt other people's bodies or feelings, or play fighting games at play time.

- **We have the right to be respected**

- We have the responsibility to not offend or be rude to others.
- We will not be rude, use bad language or be disrespectful to children and adults.

- **We have the right to learn**

- We have the responsibility to behave sensibly and keep a good learning environment.
- We will not disrupt learning time with behaviour that is not welcome by others.

- **We have the right to be heard**

- We have the responsibility to listen.
- We will not talk over other people or argue with staff, we will listen and be polite at all times.

- **We have the right to be happy**

- We have the responsibility to be kind and to help others be happy.
- We will always be kind and considerate of others.

Rewards:

In addition to verbal praise and feedback, which is embedded in our teaching and learning, we have whole-school incentives and rewards to recognise and celebrate good behaviour, good work/effort and helpfulness to peers and adults.

Whole school rewards include:

- House points - each child is in a 'house team'. They earn house points for their team which can be earned throughout the whole school day. They can earn points for: good behaviour; following school rules; being polite; being helpful; being kind to others; changing their behaviour; supporting others in their team. These points would usually be given singularly, with a maximum of 5 house points for one occasion. All staff in school can give house points. These are given as tokens and added to the house point collector in the main corridor. They are then collected and counted up at the end of each week with the winning team announced in assembly. Year 6 vote for house captains at the start of the year. They have the responsibility of counting the team points, organising team events and helping run sports days.
- Stickers - all staff can give out stickers to children for whatever they deem appropriate
- Being on the star - all children begin the day on 'Green'. For exemplary behaviour, work, politeness etc. they may be moved up to the star. If they stay there until the end of the day, they will receive a sticker to take home with them.
- Star of the day - Teachers will choose one star of the day winner - they can add a star sticker to their photo in the classroom. It is logical for this to be chosen from one of the children on the star.
- Being on the shooting star - a level above the 'star'. This is reserved for children who go above and beyond by doing something truly exceptional. This reward is used sparingly to reinforce the achievement to reach this level. Children will have a positive point added to their name on Bromcom which will trigger a message to parents via MCAS explaining that their child has received a positive point for something outstanding.
- Always Award - each week, the class teacher will choose a winner to be announced in our 'Always Award' assembly. These certificates aim to celebrate children always doing things. For example, always being kind, always being caring, always being considerate etc.
- Learner Profile Attribute Award - each week, the class teacher will choose a winner to be announced in our 'Learner Profile Attribute' assembly. These certificates aim to celebrate children who have been noticed achieving one of the attributes in class.
- Trophy winner - At the end of each term, the class teacher will choose one winner of the trophy. This will be announced in a whole school celebration assembly with a short speech about why they have won the trophy. The children's photographs will be put on display on the 'achievers' display.

Sanctions and Consequences:

Although we aim to focus on positives, there are occasions when pupils choose to behave in a way that breaks the school rules. We want pupils to take responsibility for their behaviour and will encourage pupils to do this through a range of approaches which enable pupils to reflect on their behaviour and to make amends. Children who exhibit poor behaviour will be reminded of their 'Rights and Responsibilities' (see Appendix A). This process does not, however, replace consequences. At Hartley, we know that consistency is essential for pupils to understand what is expected of them. It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

Whole school consequences include:

- The 'Traffic Light' system - Green to Amber -all children begin on 'Green' and will stay there unless the flow of a lesson is disturbed. Children will be given up to three verbal warnings to correct their behaviour. If the behaviour continues, the child's name will be discreetly moved on the behaviour chart and the child will be quietly told that they are now on 'Amber' for not correcting the relevant behaviour. The consequence of this is spending 5 minutes of their time in 'Amber Reflection' at the next break time (morning, or afternoon). Children from KS2 will be with Mrs Smith and children in KS1 will be with Mrs Bransgrove or vice versa if they are not available. The aim is for the child to return to 'Green' by the end of the day by showing improved behaviour. Other sanctions/consequences may be required at this point - for example:

- Being moved within the class.
- Time out with an adult.
- Contacting parents.

If a child is repeatedly being moved onto 'Amber' then the following will apply:

- The class teacher will inform the parents of the child and close monitoring will continue.

- The 'Traffic Light' system - Green/Amber to Red - if the child does not demonstrate improved behaviour, they may be moved onto 'Red.' This automatically will be a 15 minute session in 'Red Reflection' at the next break - this will be with a member of SLT. As well as this, a phone call or discussion with the parent/carer of the child needs to happen from the class teacher. The class teacher will also record this information as a behaviour log on Bromcom.

If a child is repeatedly moved onto red, consequences may include:

- Sent to the other year group class to complete work.
- Sent to another year group class to complete work.
- Sent to a member of SLT to discuss their behaviour
- Completing their work outside of class (internal exclusion) - this will be supervised by an SLT member.
- The creation of a behaviour chart - this needs to be in conjunction with parents.
- The implementation of a behaviour report - this needs to be in conjunction with SLT and parents.
- In cases of physical violence towards adults or children, the Principal, or Vice in the Principal's absence, may issue a fixed term exclusion.
- In rare situations, where behaviour continues to be harmful to others and external exclusions have not resulted in changed behaviour, support from other agencies and all other strategies have also not impacted, a permanent exclusion may be applied.

Children in EYFS will have their 'time-out' in their own classroom (Amber) or the classroom next door (Red) (Reception) or within the setting (Nursery) and will not be sent to a senior member of staff unless their behaviour is extremely disruptive, in which case a member of SLT would be called to the EYFS department to assist.

Pupils with Challenging Behaviour

At Hartley Primary Academy, we recognise that some pupils may need additional support to manage their behaviour effectively due to differing needs, which may be as a result of a diagnosis or situations arising from changing circumstances at home. In these cases, we are aware of each child's individual needs and deal with their behaviour on a case-by-case basis. This may include adjustments made in the classroom to support them to prevent negative behaviour from occurring to begin with; giving extra warnings before further sanctions are given; time out with an adult to calm down before a restorative conversation is held or other strategies given to us by outside agencies. We recognise that small but well-timed praise is the most effective strategy to encourage good behaviour for learning in our pupils. For some pupils, a good balance between praise and discipline is necessary.

Roles and responsibilities:

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;
- Ensure the health, safety and welfare of all children in the Academy;
- Support the staff by implementing the policy, by setting the standards of behaviour;
- Give exclusions to individual children for serious acts of misbehaviour;
- Praise/encourage positive behaviour wherever possible.

Staff

Staff at Hartley Primary Academy will:

- Provide a well-balanced and creative curriculum to meet the needs of all children;
- Be a positive role model;
- Inform parents/carers about the welfare and behaviour of their children;
- Follow the behaviour policy consistently.

Parents

At Hartley, we know that working collaboratively with parents will mean the children achieve the best possible outcomes - this includes the children's behaviour. If we work together successfully, children will 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.

We expect parents to support their child's learning, and to cooperate 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 serious concerns about their child's welfare or behaviour.

If the Academy has to use consequences as a result of a child's poor behaviour, parents should support the actions of the Academy. However, if parents have a 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. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Breakfast Club

Breakfast Club Supervisors (BCS) will use the Traffic Light System (i.e. after warnings, children will have 5 minutes 'time out' (amber), and persistent/serious breaches will result in 15 minutes of 'time out' (red)). They will report children who have been on the 'Star'/'Amber'/'Red' to the class teacher at the end of the session or before if necessary. BCS 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. If behaviour at Breakfast Club is persistently unacceptable, parents will be informed. If behaviour does not improve, the child may no longer be able to attend this additional paid-for provision.

Midday Supervisors

Midday Supervisors (MDS) will use the Traffic Light System (i.e. after warnings, children will have 5 minutes 'time out' (amber), and persistent/serious breaches will result in 15 minutes of 'time out' (red)). They will report children who have been on the 'Star'/'Amber'/'Red' to the class teacher at the end of the session. Whilst sanctions will have been dealt with during lunchtime, teachers will use their discretion for in-class traffic lights if poor behaviour continues in the classroom. (This may involve giving less warnings before amber/red). MDS 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. If persistent/serious breaches to behaviour continue to occur during lunchtime, a phone call will be made to the parent/carer by a member of SLT.

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.

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.

- Suspensions (External exclusions) - with work sent home so as to not be detrimental to attainment.
- Managed moves - A managed move (where appropriate and if supported by local authority specialists) is a voluntary agreement between schools, parents/carers and a pupil for that pupil to change school or educational programme under controlled circumstances. Managed moves are often used as an alternative to permanent exclusion; the result is that no exclusion is formally logged on the pupil's school record.
- Permanent Exclusion - in extreme cases, the Principal may consider a permanent exclusion from the Academy. This will be agreed by the appropriate members of the Trust Executive Team. A serious breach of the expected behaviour, where another pupil's or adult's safety is endangered, will result in the immediate application of the stronger measures which is likely to result in a permanent exclusion.

Whenever possible, we strive to avoid the use of suspension and permanent exclusion as a sanction for inappropriate behaviour. We have therefore devised a hierarchy of sanctions where a fixed term suspension or exclusion is only used after the implementation of alternative strategies unless the breach is so serious that stronger measures are needed immediately. In most cases, pupils respond positively in advance of the fixed term suspension stage. The Academy involves parents as partners in finding ways of helping their child to be a full and useful member of the 'community'. Knowing that our academy and parents are working together is a powerful tool in helping a pupil to become responsible for his/her own behaviour.

Rights and Responsibilities at Hartley

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