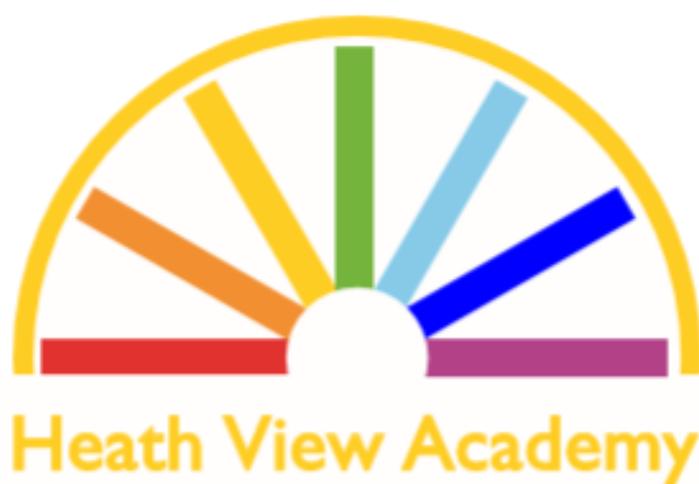


# Heath View Academy



## Behaviour Policy

Reviewed Spring 2017

## **Heath View Academy Behaviour Expectations and Standards**

Heath View Academy believe that positive relationships and partnerships based on the highest level of mutual respect and understanding are key to success for all members of our community. Heath View Academy is committed to ensuring that pupils are enabled and empowered to acquire and develop the skills, knowledge and understanding that will allow them to become academically and socially successful. We have a duty to equip them with the communication and social skills that will enrich and enhance their opportunities in adult life. Also fundamental to the Academy is that all members have a right to be safe, healthy and feel a sense of wellbeing. To develop and thrive as individuals, pupils should be given the autonomy to make the right choices and should recognise that inappropriate behaviours and actions act as a barrier to learning and negatively impact upon others. We fully believe that praise, recognition and reward are integral constituents in any successful organisation and powerful in developing a thriving school environment.

Heath View Academy Values are paramount to our work and underlie our approach to managing behaviour –

### **Aims**

- To have the highest expectations of pupil behaviour in order to maximise their opportunity to succeed.
- To promote moral values, independence and self-discipline.
- To create an environment, which encourages pupils to mature, be self-reflective, self-disciplined and accept responsibility for their own actions.
- To promote self-esteem through positive achievement.
- To establish clear guidelines for colleagues on the consistent use of rewards and sanctions
- To develop good relationships in schools between staff and pupils which are based on mutual respect.

### **Roles and Responsibilities**

Managing behaviour is the responsibility of all academy staff, teachers, TAs, pastoral staff and support staff. The way we ensure the highest standards of behaviour relies on our understanding and consistent application of the behaviour policy. We need to encourage pupils to make the right choices and take responsibility for their behaviour. Therefore, all staff are expected to:

- Familiarise themselves with and use the academies behaviour policy to support behaviour for learning, progress and conduct.
- Consistently challenge and persistently follow up poor behaviour
- Respond in a calm stepped approach to incidents of poor behaviour using de-escalation techniques to improve behaviour.
- Reward, recognise and praise pupil effort and achievement
- Model positive behaviours and work towards developing strong positive relationships
- Use the behaviour model to escalate inappropriate behaviours, including referral to pastoral team.

## Rights and Responsibilities

<b>Staff</b>	
<i>Rights</i>	<i>Responsibilities</i>
<ul style="list-style-type: none"> <li>To be supported by peers and managers</li> </ul>	<ul style="list-style-type: none"> <li>To safeguard all pupils.</li> <li>To ask for support when needed</li> <li>To offer support to colleagues and managers</li> </ul>
<ul style="list-style-type: none"> <li>To be listened to</li> <li>To share opinions</li> </ul>	<ul style="list-style-type: none"> <li>To listen to others</li> <li>To give opinions in a constructive manner</li> </ul>
<ul style="list-style-type: none"> <li>To be treated courteously by all others in the school community</li> </ul>	<ul style="list-style-type: none"> <li>To model courteous behaviour</li> <li>To recognise and acknowledge positive behaviour in others</li> </ul>
<ul style="list-style-type: none"> <li>To be made fully aware of school's systems/policies/expectations</li> </ul>	<ul style="list-style-type: none"> <li>To seek information and use lines of communication</li> </ul>
<ul style="list-style-type: none"> <li>To receive appropriate training to increase skills in behaviour management</li> </ul>	<ul style="list-style-type: none"> <li>To support others developing their skills in promoting positive behaviour and good attendance</li> <li>To acknowledge areas of own behaviour management skills which could be developed</li> <li>To try new approaches</li> </ul>

<b>Pupils</b>	
<i>Rights</i>	<i>Responsibilities</i>
<ul style="list-style-type: none"> <li>To be treated with respect</li> </ul>	<ul style="list-style-type: none"> <li>To behave respectfully to others</li> </ul>
<ul style="list-style-type: none"> <li>To be kept safe</li> </ul>	<ul style="list-style-type: none"> <li>To behave in a way which keeps self and others safe</li> </ul>
<ul style="list-style-type: none"> <li>To learn</li> </ul>	<ul style="list-style-type: none"> <li>To attend school regularly</li> <li>To be willing to learn</li> <li>To allow others to learn</li> </ul>
<ul style="list-style-type: none"> <li>To make mistakes</li> </ul>	<ul style="list-style-type: none"> <li>To own mistakes</li> <li>To allow others to make mistakes</li> </ul>
<ul style="list-style-type: none"> <li>To be listened to</li> </ul>	<ul style="list-style-type: none"> <li>To give opinions in a constructive manner</li> <li>To listen to others</li> </ul>
<ul style="list-style-type: none"> <li>To be independent</li> </ul>	<ul style="list-style-type: none"> <li>To act in a trustworthy way.</li> </ul>

### Teachers are expected to

- Be at the classroom before pupils and meet and greet them at the door,
- Use seating plans
- Have an entry task ready - Ready Routine
- Plan differentiated lessons that challenge pupils.
- Create an environment that is warm, friendly and exciting.
- Establish and expect clear routines for collecting work, entering assembly and lesson transitions etc.

## All staff should

- Refer and model the academy's values
- Praise positive behaviour
- Take responsibility for the your school environment
- In social/dining areas and playgrounds, on corridors and stairs ensure that they challenge inappropriate behaviour, particularly if it compromises safety
- Model positive behaviours such as meeting and greeting, eating with the pupils, picking up litter etc.

## Our Academy Rules:

### Foundation Stage Rules

1. We are honest and polite
2. We can share our toys with others.
3. We can tidy our toys away when we have finished playing.
4. We can keep ourselves safe.
5. We can listen to other people.
6. We keep our hands and feet to ourselves.

### KS1/2 Rules

1. We are honest and polite.
2. We work hard without bothering people.
3. Look after property.
4. We listen to and respect each other.
5. We do as staff ask us the first time.
6. We keep our hands and feet to ourselves.

These are displayed in classrooms and around the school. We ask parents to support us by promoting this code with their pupils.

## Classroom Expectations

Pupils wait their turn - *not talk over the teacher or other pupils when they are speaking*

Pupils will not shout out (unless it is part of the lesson plan)

Pupils will respect others - *not interfere with other pupil's property or physically*

Pupils will be active learners; be engaged and focused

Pupils will follow reasonable, clear instructions - *do not refuse to do as asked*

Pupils will respect the beliefs and values of others - *not make racist, homophobic or openly discriminatory comments to or about people*

Pupils will be kind and supportive - *not bully other pupils*

Pupils will resolve conflict restoratively - *not be aggressive and confrontational to others*

Pupils will use safe hands and feet - *not become involved in physical acts of aggression (provoked or unprovoked)*

### **Playground Expectations**

Pupils will follow reasonable, clear instructions and do not refuse to do as asked

Pupils will take part in activities and display safe, considerate behaviour

Pupils will not push/shove other pupils

Pupils will put equipment they have used in the correct tub when they have finished using it

Pupils will put litter in bins

When the whistle sounds pupils will stand still on the first whistle and line up quietly on the second

Pupils will walk quietly and calmly to their classroom area

### **Corridor Expectations**

Pupils will walk – no running

Pupils will stay to the left side of the corridor

Pupils will not push/shove/barge others

### **Lunchtime Expectations**

Pupils will talk quietly to others on their table and not shout across the dining room

Pupils will be expected to use a knife and fork correctly to eat their lunch

Pupils will use good manners and be polite to lunch staff

Pupils will behave sensibly and calmly in the dining room

Pupils will walk quietly and line up in single file in the dining room

### **Assembly Expectations**

Pupils will walk quietly in single file in to the hall

Pupils will sit facing the front listening or watching the assembly starter

Pupils will not talk during the assembly

***A clear 'flagged' warning should always be given before a child moves on to step 1 for Level 1 behaviours.***

***At the beginning of each morning or afternoon session any child who is on a step must always start back on the wheel.***

***Positive behaviour strategies and de-escalation techniques should be used to prevent pupils moving onto the behaviour steps.***

Step 1 Behaviour	Action/Consequence
Talking over teacher or other pupils	Remind pupil of the expectation
Shouting out	Use de-escalation strategies
Interfering with others property or physically	If behaviour continues:
Losing focus and not working	Give pupil a 'flagged' warning and remind pupil of expectation and consequence
Not following a clear instruction	<b>If pupil does not correct behaviour move on to Step 1</b>
	<b>Pupil is given a same day 5 minute playtime detention</b>
Step2 Behaviour	Action/Consequence
Defiant, refusing to follow instructions	Move pupil away from others (in the classroom) and offer time-out for reflection
Persistent disruption; not correcting Level 1 behaviour	<b>Pupil is given a same day playtime detention</b>
Swearing or using aggressive language	<b>Parents are informed of behaviour (informally by class teacher either on pick-up or by phone call)</b>
Unkind behaviour towards another pupil	Restorative Practice completed
	Recorded in class behaviour book as Step 2 behaviour
Step 3 Behaviour	Action/Consequence
Making racist, homophobic or other discriminatory comments	<b>Pupil has no social time for one day (playtime and lunchtime detention)</b>
Repeated unkind behaviour towards other pupils	<b>Parents are informed of behaviour (formally by phase leader or SLT either by letter or phone call)</b>
Swearing directly at a member of staff	
Verbally/physically confrontational	Restorative Practice completed
Wilful damage to academy or others property	Pastoral team to offer support around the child
'Flagged' bullying incident	Recorded in class behaviour book as Step 3 behaviour and complete a pupil behaviour log. Bullying/racist incidents recorded in HT log book.
Step 4 Behaviour	Action/Consequence
Repeated/Persistent bullying incidents	<b>Pupil has no social time for up to 1 week</b>
Continued threatening and confrontational behaviour towards a member of staff	<b>Possible period of Internal Exclusion</b>
	<b>Possible period of Fixed Term Exclusion</b>
Repeated incidents of discrimination	<b>Parents are informed of behaviour and invited to attend support meeting</b>
Physical assault	Restorative Practice completed
Stealing from the academy or others	Pastoral team to be involved daily in supporting the child
	Recorded in class behaviour book as Step 4 behaviour and complete a pupil behaviour log. Bullying/racist incidents recorded in HT log book. Behaviour risk assessment to be implemented if necessary.

## Consequential Consequences

### Key Stage 2

- 3 Playtime Detentions in a half term period – 30 min end of day detention. Parents invited in to support meeting
- 3 Removes from the playground or classroom in a half term period – 30 min end of day detention. Parents invited in to a support meeting  
(Detentions to be held on the following school day to enable parents to be notified)

### Key Stage 1

- No social time for up to 1 week
- Internal exclusion 1 day
- Parents invited in to school for a support meeting.

## **Reasonable adjustments**

Consistency lies at the heart of all successful behaviour for learning practices. However there are circumstances when reasonable adjustments should and must be made. Reasonable adjustments may be applied if there are pupils with special educational needs or for pupils who are on a child protection pathway and normal application may compromise their safety or wellbeing. Alternatively extenuating circumstances may indicate that there are other factors to consider before a final decision is made in terms of sanction.

## **Restorative Practice**

RP must be used in conjunction with the Academy's behaviour policy. RP promotes positive relationships between staff and pupils as well as allowing pupils to start afresh having learnt from their previous experiences. Schools that work restoratively find that relationships are stronger and learning is more effective, and there is less need to use sanctions to control behaviour.

## **Rewards**

We encourage good patterns of behaviour by using:

1. non-verbal signals,
2. positive verbal comments and praise,
3. positive comments written in books,
4. giving pupils responsibility,
5. sharing positive aspects with others,
6. awarding stickers for pupils to wear, in order to motivate / reward,
7. awarding raffle tickets or Dojos,
8. recognition in assembly by awarding certificates,
9. weekly celebration assemblies,
10. displayed work,
11. class rewards to celebrate positive behaviour of the whole class.

The Key Stage 2 reward system is raffle tickets (or a similar electronic system e.g. Dojo. Our Key Stage 1 and Foundation Stage rewards are sticker charts. Pupils collect their stickers for good learning behaviour and when they achieve the specified amount of stickers, depending on year group, they are able to choose a prize from the prize box.

### Whole Class Reward

Class rewards can be gained using a personalized reward system appropriate for the class. When the points are collected the pupils can choose a reward to celebrate their class success.

### Whole School Rewards

We also have whole school rewards for pupils who have followed behaviour expectations for the half term and therefore not had names recorded in the behavior book for level 2 or above behaviours. Experiences such as discos, inflatables or cinema experience in the hall.

## **Exclusions**

In rare cases of extreme behaviour, it may be necessary to exclude a child. This is only ever considered after all other avenues have been explored. Only the Headteacher, or in their absence the Deputy Headteacher, is able to exclude a child. At all times, the Local Authority's protocol will be followed. A reintegration meeting with the child and his/her parents will take place before a child returns to school. Any child returning to school following exclusion is supported during the reintegration period and a behaviour support plan implemented.

## **Physical Restraint**

When a pupil's behaviour presents a serious danger of causing significant harm to themselves, to others or property or there is a major threat to good order, staff may need to act to control or restrain a pupil. Staff should always consider their own safety and that of others in deciding

how to act. This action of control/restraint falls under the adult's duty of care. Physical restraint would only ever be undertaken as a last resort. Where possible a member of the Senior Leadership Team or the Behaviour Support Worker will be called to deal with the situation. Any physical restraint will be recorded in the bound and numbered book. The incident will be reported to the parent/carer, governors and local authority as required.

## **SEND**

Where a teacher, in discussion with the Inclusion Manager, feels that reasonable adjustment must be made to the provision provided to a child who is unable to work within the general school policy, a personal behaviour plan will be drawn up by the Inclusion Team with support of the class teacher. Risk assessments will accompany this if necessary. The plan will be shared with parents and then a copy will be kept in school.

## **Incidents of Inappropriate Behaviour Outside of School and on Media Sites**

The law states that teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Headteachers have a specific statutory power to regulate pupil's behaviour in these circumstances "to such extent as is reasonable."

School is aware that teachers may discipline a pupil for:

Any inappropriate behaviour when the child is:

1. Taking part in any school-organised or school related activity,
2. Travelling to or from school,
3. Wearing school uniform,
4. In some other way identifiable as a pupil at our school.

Or inappropriate behaviour at any time, whether or not the conditions above apply, that:

1. Could have repercussions for the orderly running of the school,
2. Poses a threat to another pupil or member of the public,
3. Could adversely affect the reputation of the school.

In response to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, school will respond in the following way:

1. The child will be spoken to regarding the incident.
2. Any other pupils involved in the incident will be spoken to.
3. Parents will be contacted regarding the incident.
4. If it is felt that there will be repercussions in school the pupils involved will be monitored by school staff.
5. If follow up incidents do occur then the schools Conduct Plan will be adhered to.
6. If the incident witnessed raises child protections concerns then the schools Child Protection Policy and procedures will be adhered to.
7. If the incident witnessed involves breaking the law then the police will be contacted.

The above procedures also apply to incidents of inappropriate behaviour involving media sites. School has an E-Safeguarding Policy which can also be referred to.

## Appendix I – Pupil Friendly Behaviour Chart

Step 1 Behaviour	Action/Consequence
Talking over teacher or other pupils	<b>A ‘flagged’ warning is given If pupil does not correct behaviour move on to Step 1</b>
Shouting out	
Interfering with others property or physically	
Losing focus and not working	
Not following a clear instruction	<b>Pupil is given a same day 5 minute playtime detention</b>
Step 2 Behaviour	Action/Consequence
Defiant, refusing to follow instructions	<b>Pupil is given a same day playtime detention</b>
Persistent disruption; not correcting Level 1 behaviour	
Swearing or using aggressive language	<b>Parents are informed of behaviour (informally by class teacher either on pick-up or by phone call)</b>
Unkind behaviour towards another pupil	
Step 3 Behaviour	Action/Consequence
Making racist, homophobic or other discriminatory comments	<b>Pupil has no social time for one day (playtime and lunchtime detention)</b>
Repeated unkind behaviour towards other pupils	
Swearing directly at a member of staff	<b>Parents are informed of behaviour (formally by phase leader or SLT on pick-up, phone call or letter)</b>
Verbally/physically confrontational	
Wilful damage to academy or others property	
‘Flagged’ bullying incident	
Step 4 Behaviour	Action/Consequence
Repeated/Persistent bullying incidents	<b>Pupil has no social time for up to 1 week Possible period of Fixed Term Exclusion</b>
Continued threatening and confrontational behaviour towards a member of staff	
Repeated incidents of discrimination	<b>Parents are informed of behaviour and invited to attend support meeting</b>
Physical assault	
Stealing from the academy or others	

### Consequential Consequences

**Key Stage 2 - 3** Playtime Detentions or 3 Removes from the playground or classroom in a half term period – 30 min end of day detention. Parents invited in to support meeting

*(End of day detentions to be held on the following school day to enable parents to be notified)*

**Key Stage 1 - 3** Playtime Detentions in a half term period - No social time for up to 1 week or Internal exclusion 1 day & Parents invited in to school for a support meeting.

Appendix 2 – Steps

