



## **Positive Behaviour Policy**

***This policy has been developed through a process of consultation with school staff and Academy Council. It describes the school's principles, aims and expectations of behaviour. This document sets out the procedures for rewarding good behaviour and sanctions for inappropriate behaviour. It is based on the principle of inclusion and equal opportunity and reflects the values of our school vision and will therefore, be monitored to ensure this.***

### **Intent**

At Hale Academy we are committed to providing a caring and secure environment where all pupils (irrespective of race, disability, sexual orientation, gender and religious belief) are encouraged to demonstrate an understanding of self-discipline, self-regulation, care and respect to all members of our school community which enables them to learn. We recognise that every member of our school community has a responsibility towards encouraging positive choices and creating a shared sense of responsibility that results in good behaviour in school. We will always take a considered and sensitive approach to behaviour management, so that we can support all our pupils to become citizens of the 21st Century who will contribute positively to society and manage themselves and their environment in a thoughtful and considerate way.

At Hale Academy we take a positive attitude towards behaviour and consequences, creating an atmosphere of trusting, friendly and supportive relationships. Appropriate behaviour is encouraged through a mixture of high expectations and an effective policy, underpinned by our PRIDE Values (see appendix 1 and 2). It is the responsibility of children, all staff, Academy Council and parents to ensure that high standards of behaviour are maintained, and that cooperation and high expectations are at the centre of our beliefs. Clear expectations and boundaries underpin our approach and are a positive, motivating and integral part of our ethos, encouraging children to care for one another.

### **Implementation**

- To foster a caring, family atmosphere, with a sense of community underpinned by our PRIDE values
- To provide a safe and secure environment for all our pupils and staff, so that they can work and learn together to enable them to experience responsible and independent learning and encourage self-discipline
- To be positive in our approach to promote considerate, respectful relationships between all members of the school community
- To have a consistency of approach across the whole school, modelling what is meant by good positive behaviour and recognising this and rewarding it
- Support children to develop appropriate and relevant social skills

- Allow children to develop and demonstrate positive abilities and attitudes
- Support children to appreciate the consequences of their actions and choices
- Resolves behavioural problems in a sensitive and consistent manner
- Create an interesting stimulating, learning, friendly environment which children value and feel part of
- Exercise zero tolerance in the case of bullying, racism, homophobia, fighting and aggression, cultural and religious intolerance

## **Rights and responsibilities**

### **UN Declaration of the Rights of the Child 1959: Summary of intent**

All children have a right to learn in a calm, supportive and purposeful atmosphere. All children have a right to come to school without the fear of being hurt or bullied in accordance with the school's Anti-Bullying policy. All children have the responsibility to conduct themselves in a way that does not infringe the rights of others.

To support the UN Charter and the rights of children, Class Charters, outlining rights and responsibilities for their class, are agreed and signed in all classes at the beginning of each school year. Our PRIDE Values set the standard for expected behaviour in class and around the school (See appendix 1. We aim to encourage and develop self-discipline at all levels, as it is a fundamental life skill.

## **PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT**

### **Impact**

#### **Responsibilities of Children**

1. To understand and implement the Hale PRIDE Values
2. To always try their best
3. To learn to the best of their abilities and to allow others to do the same
4. To always treat others with respect
5. To respond appropriately to the instructions of staff and other adults working our academy
6. To take care of property and the environment in and around our academy
7. To always cooperate with children and adults
8. To help formulate and comply with the class charters
9. To move sensibly, safely and quietly in and around school
10. To share in celebrating the achievements of all members of our academy
11. To expect nothing less than green behaviour and always aspire to go above and beyond

#### **Responsibilities of Staff**

1. To support children's learning taking account of individual need and ability

2. To treat all children with respect and kindness
3. To maintain high standards of expectation of behaviour and learning and remove any barriers that may hinder this.
4. To always support children to learn from mistakes and make good choices
5. To comply with the academies policies and procedures to ensure constancy and accurate record keeping, sharing information appropriately and timely
6. To always be a good role model
7. To provide an interesting, relevant and challenging curriculum that motivates and inspires
8. To use sanctions and boundaries clearly and consistently
9. To identify, praise and share appropriate behaviour and achievements to develop a deep sense of self-worth in all children
10. To attend appropriate training and keep up to date with CPD and professional reading to inform and enhance practice

### **Responsibilities of Parents**

1. To endorse the Hale PRIDE Values
2. To liaise closely with the staff team and share anything that may affect children's learning and well-being at school.
3. To show an interest in all that their child does at school
4. To offer help and support with learning at home, including the completion of home learning.
5. To encourage independence and self-discipline in their children
6. To establish good communication with school staff and support the positive behaviour strategies
7. To encourage respect and good behaviour and to make their children aware of inappropriate behaviour
8. To work in partnership with academy staff to address and review any behaviour issues with their children

### **Responsibilities of Academy Council**

1. To ensure that Hale Academy is a safe, happy place in which children learn and thrive
2. To ensure that the Academy has a Positive Behaviour Policy with procedures in place that operate in accordance with The Kite Academy Trust and Government guidance.
3. To ensure that the Positive Behaviour Policy is made available to parents/carers.
4. To ensure that the Academy has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from Kite Academy Trust and locally agreed inter-agency procedures;
5. To ensure that staff undertake appropriate behaviour management CPD
6. To review the impact of Positive Behaviour Policy within the annual monitoring cycle and feedback to the Academy Council.

### **Our behaviour ethos at Hale Academy**

At Hale Academy, children behave well. We have developed a positive and restorative approach to whole school behaviour (see appendix 3). This means that good behaviour is recognised celebrated and rewarded and inappropriate behaviour is addressed in a respectful manner allowing for discussion with all involved and valued. We have considered our behaviour approach to meet the needs of all pupils including those pupils with SEND, so that all pupils feel they belong in the school community and high expectations are maintained with all pupils. This system is designed for the children to strive to be 'Good to be Green'. Staff members have a responsibility for developing positive relationships with pupils through greeting them,

establishing clear routines, communicating expectations of behaviour using a variety of non-verbal communications, highlighting and promoting positive behaviour. To have a plan to deal with low level disruptions, to provide interesting, challenging and well-paced lessons that are suitable to the child's needs that motivate and engage the interest of them, thus reducing the likelihood of negative behaviour.

We have a duty to use 'best endeavour' to meet the needs of those with SEND and we should as far as possible anticipate likely triggers of misbehaviours and put in support to prevent these. This could include short planned movement breaks, adjusting seating plans adjusting uniform with pupil with sensory issues or severe eczema. Staff members encourage good behaviour through praise, recognition of good choices and by modelling. Our philosophy is to '*Catch them doing the right thing*' in order to model expectations for all children. We praise and recognise behaviour which is '*Above and beyond*' our expectations.

Most children at our school are motivated by and respond to praise. We recognise that some behaviours are more likely associated to with particular types of SEND, such as a pupil with speech and language and communication needs who may not understand verbal instructions. Behaviour will often need to be considered in relation to a pupil's SEND need, although it does not follow every incident of misbehaviour will be connected to their SEND.

Our Hale PRIDE Values are central to our whole school ethos. It is expected that Hale pupils will uphold the good reputation of the school when walking to and from school or on a visit with a school group, both through their behaviour and conduct. The behaviours identified below have been discussed and categorised with the children; each class discussed a wide range of appropriate and inappropriate behaviours and they graded them accordingly.

### **Our expectation of behaviour at Hale is 'Good to be green' behaviour**

It is essential that Pupils at Hale School understand what is meant by 'Good to be green' behaviour and that the rules we expect them to follow are clear and understandable. These are shown in our class charter and our school rules.

- ✓ We follow instructions first time
- ✓ We will treat everybody with how we would like to be treated ourselves
- ✓ We will keep hands, feet and unkind words to ourselves
- ✓ We will respect everybody, including ourselves
- ✓ We will care for our school and everything in it
- ✓ We will be good learners and allow everyone to learn together
- ✓ We will always listen to whoever is talking
- ✓ We will wear the correct uniform at all times

We believe that this policy ensures that pupils learn to expect positive praise and rewards with agreed ways to reward good behaviour for children who are consistently 'good' and fair and consistently applied sanctions when deserved. So, pupils can feel good about themselves and the school, we give a range of rewards for good behaviour, example of which are listed (but not limited) below:

- Verbal rewards
- Stickers
- Positive messages/notes home to parents
- Star of the week
- Pride points- certificates and a badge given in a half-termly assembly.

### **PRIDE Points**

Pride points are given to pupils who demonstrate the school's prides values, these are collected on individual pride charts and rewards are given to pupils on the value of pride points accumulated throughout their school career, these rewards included coloured pin badges that are worn on school uniform and certificates.

### **Above and beyond**

Children's learning is also recognised through Head teachers awards and 'Walks of celebration', where pupils are taken to other members of staff to share their achievements and learning where this is celebrated by others including staff and children. This promotes well-being and pride in a sense of self. Pupils work is also celebrated in the school newsletter. Children are able to move a bronze, silver and gold card in front of their Green card, this recognises their positive behaviour and attitudes in school and are 'Always' seen to be making positive choices.

### **Celebration assembly (super student)**

Once a week we have Celebration Assembly, where the whole school celebrates children's achievements and learning behaviours. Certificates are awarded for excellent learning behaviours and outstanding and sustained achievements and improved behaviours. Contributions to school life or the wider school community. Success in extracurricular activities and activities which take place outside school. Children are then also celebrated in the school newsletter. We also celebrated pupils who have worked hard within our Jigsaw PSHE program and the children have been recognised on the weekly scroll. Half termly awards for PRIDE points and attendance are also recognised and awarded.

### **Inappropriate- Blue, Yellow, and Red Card Behaviour**

The children at Hale Academy classified behaviours using a colour code; Green, Blue Yellow, and Red behaviour (see appendix 4). Classification of behaviours gives a clear structure to children and adults, which clearly describes the management of behaviour and actions at each stage. A range of support and sanctions may be used for those who do not comply with the school's behaviour policy. These will be appropriate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect them. This system applies throughout the school day including breaktimes and lunchtimes.

They might include:

- Discussion and target setting
- Involvement of families
- Tracking and on-going support
- A verbal reprimand and reminder of expected behaviour
- School based community service, such as tidying the classroom
- Loss of privileges- for instance loss of prized responsibility
- Suspension and
- In the most serious of circumstances, permanent exclusion

The following strategies may be used to support behaviour, depending on the circumstances and individual needs of the child:

- redirect the child to another activity
- talk to the child/children about an incident
- move the child from the group to work on his/her own
- removal from the classroom for serious misbehaviour, to maintain the safety of all pupils and restore stability, and regain calm in a safe space
- involve families to co-operate in an action plan
- being clear about expectations if problems have arisen at lunchtime a midday supervisor involved will report any problems to the class teacher but they will have made every effort to resolve them during the lunchtime

### **Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power (children will be taught the definition) STOP.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can be emotional, physical, racial, sexual, direct or indirect verbal and cyber-bullying and social. Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying policy.

### **Consequences**

Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to make improvements to their learning and, when necessary, their behaviour. There are occasions, however, when a child's behaviour is unacceptable and we follow the 'Ladder of consequence' (see appendix 5). Children need to understand where the bounds of acceptable

behaviour lie. Children are individuals and consequently our response to inappropriate behaviour will be appropriate to the needs of the child. A child should never be physically chastised or humiliated. Each child is unique, so we investigate the cause of the behaviour and act appropriately. Care is taken to emphasise the behaviour not the child. Often simply talking to the child is the most effective way of dealing with a problem. Class teachers know their children well and can watch out for children behaving out of character or showing signs of distress or upset. Through talking with and listening to children, problems are often picked up in the early stages.

We recognise that on occasions pupils need time and space to calm down in a safe manner, this may be in their classroom. On these occasions other pupils are removed calmly to allow for their learning to continue and resumed in their learning space swiftly. The child will be asked to leave the space where their inappropriate behaviour has occurred and process their behaviour and actions away from their peers so they are given space to reflect and be supported to self-regulate their behaviour. This time out will be with another member of staff to allow a child to reflect on their behaviour and conduct before returning to their learning environment. Before returning to the classroom a restorative approach is used to determine why the events occurred, their thought and feelings and those of others and how it can be resolved for all those involved. This will be undertaken in line with the trusts team teach policy.

At Hale we recognise that we may need to support pupils further with the support of other agencies to enable pupils to develop an understanding of the behaviour and to support their emotional and mental health needs (see appendix 6).

In light of a serious incident at school that results in a person being hurt, damage to school property or disruption to the teaching and learning of other pupil's, the sanctions in the behaviour policy will be escalated the child may receive a fixed term/ or permanent exclusion at the discretion of the head teacher. Racist and sexist behaviour is not tolerated at Hale. Such occurrences will be dealt with in line with the school's policy. Racist incidents will be recorded and reported to the local Authority.

Only the Academy Head or Executive Head has the power to exclude a pupil from school. The Academy Head may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Academy Head may also exclude a pupil permanently. It is also possible for the Academy Head to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Academy Head excludes a pupil, s/he informs the parents without delay giving reasons for the exclusion. At the same time, the Academy Head makes it clear to the parents that they can, if they wish appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

### **Searching, screening and confiscation**

Searching can play a critical role in ensuring that the schools a safe environment for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspects that the pupils may have prohibited items listed below.

The list of prohibited items

- Knives and weapons

- Alcohol
- Illegal drugs
- Stolen items

Any article that the member of staff reasonably suspects has been, or is likely to be used:

- To commit an offence, or
- To cause personal injury to, or damage to property of; any person (including the pupil)
- Any specified in regulations:
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

When a pupil is searched at least two members of staff will be present. Pupils will be searched by a staff member of the same sex. Parents will be notified that their son/ daughter has been searched and the reasons as to why this was undertaken.

### **Reflection Time (RT)**

Where the behaviour persists and results in a double red card the pupil may be given a reflection time where they work away from their peers for the remainder of the session or day. Restorative practices will take place with a view to allowing empathy and good behaviour choices to develop. Following this, pupils will be expected to complete the class work assigned for that day to ensure they do not fall behind. For KS1 an RT will last for 1 hour, for KS2 it will be 3 hours. RT's will only start when the pupil has shown he/she is ready to learn.

### **Isolated Day (Internal exclusion)**

At the discretion of the leadership team, three reflection times (RTs) may result in an in-school isolated day (internal exclusion day) There is a maximum of three isolated days in any six-week period (excluding holidays); any incidents beyond this may result in a fixed term exclusion.

### **Exclusion**

Fixed term or permanent exclusions will only be used as a last resort. It will be used where there is a serious breach of the school's behaviour policy and where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

"The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the school community."

Temporary exclusion or exclusion will be the ultimate result for the pupil. If this is necessary a subcommittee of the Governors may be convened to investigate and report to the main Academy Council as appropriate. Parents have the right of appeal to the Academy Council against any decision to exclude their child.

### **Monitoring**

Staff will monitor all behaviour discretely, using weekly Behaviour Grids and CPOMS. This enables teachers and senior leaders to identify patterns and provide intervention early and in the most



appropriate way. Tracking also enables those children who consistently behave in the expected way and recognition for that is given as described above. Class teachers will analyse patterns of behaviour continuously and our wellbeing leader will oversee this on a monthly basis to gain that wider school perspective. This will feed into curriculum provision updates, CPD and policy review.

### **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

### **Review**

This policy, will be reviewed and evaluated annually by the Academy Head and Governing Body. It should be read in conjunction with:

Anti-Bullying Policy.  
Equal Opportunities policy  
Anti-Cyber Bullying Policy  
Safeguarding and Child Protection Policy  
*Home school partnership policy*

**Date agreed by Staff:                      September**

**Review Date:                                      September**

Signed:



Appendix 1 - PRIDE Values



# BE PART OF THE PRIDE



**PRIDE, POSITIVITY  
RESPECT, RESPONSIBILITY  
INDEPENDENCE, INTEGRITY  
DRIVE, DETERMINATION  
ENJOYMENT AND EXCELLENCE**



## Hale Academy

### PRIDE values

Our values embody the ethos of the school. To have PRIDE in Hale Academy means that we can all work, learn and grow in a positive and nurturing environment.

Pride and Positivity	Respect and Responsibility	Independence and Integrity	Drive and Determination	Enjoyment and Excellence
<p>Through taking <b>PRIDE</b> in all we do we gain a feeling of pleasure and satisfaction as a result of our own achievements as well as the achievements of others in our school. We understand that effort is needed in order to gain this sense of pride.</p> <p>Through <b>POSITIVITY</b> we make a conscious effort to adopt a positive approach and mindset. We support one another. Through being positive we accept challenges and find solutions to problems.</p>	<p>Through <b>RESPECT</b> we ensure that every member of our School Community feels valued. By having respect we have a sense of worth and excellence for ourselves and others. We respect one another by treating others as we want to be treated.</p> <p>By having <b>RESPONSIBILITY</b> we show care for others through kind and thoughtful behaviour towards people and our environment. We take responsibility for our thoughts, actions and words. We endeavour to make our school community a better place through responsibility.</p>	<p>By promoting <b>INDEPENDENCE</b> we are secure in who we are. We understand the power of positive and negative influences in how we think or act. By being independent we are brave enough to embrace change and challenge.</p> <p>Through <b>INTEGRITY</b> members of our school community are caring, honest, trustworthy and reliable, even when situations or topics of discussion are challenging and emotive. We respect the views of others yet feel safe and confident to express our own without making others feel judged and without fear of reprisal.</p>	<p>Having <b>DRIVE</b> means we have high aspirations and we approach tasks wholeheartedly. With energy and enthusiasm we commit ourselves to our personal and shared goals so that we can achieve more than we ever thought possible.</p> <p>With <b>DETERMINATION</b> we push ourselves to be better. We persevere even when tasks are tough. We all adopt an 'I can' attitude to situations and accept mistakes as a step to making us stronger and closer to our goals.</p>	<p>We believe that people are more likely to succeed if they are having fun and enjoying themselves. To <b>ENJOY</b> our learning and work means we will take pride in our learning and work. Memorable and motivating experiences stay with us a lifetime. When we enjoy our learning we experience deeper satisfaction.</p> <p>A place of excellence where all members of our school community achieve. As a result of our values we will <b>EXCEL</b> in all we do. When we excel we are able to reach our goals and realise our dreams and aspirations.</p>

### **Restorative Approach**

The staff team employs a restorative approach to support children's behaviour, particularly where there has been an issue between two or more children, founded on 4 Rs-

- **RESPECT** – listening to other opinions and learning to value them
- **RESPONSIBILITY** – taking responsibility for your own actions
- **REPAIR** – discussing how to repair harm
- **RE-INTEGRATION** – working through a process that solves the problem

Taking responsibility, showing respect and telling the truth are all key in this approach. The child who has made a poor choice is able to see the impact of their behaviour but also allows those impacted by this, the opportunity to see if they contributed to the conflict in anyway by their own behaviour. Participants agree on how they are going to treat each other in the future; this gives them a personal stake in the success of future interactions; and allows them to learn from mistakes. 'Making the Right Choice' is also a strategy that we deploy- especially with younger children.

## Appendix 4 Behaviour expectations

Behaviours resulting in immediate IRT (Isolated Reflection Time) / Fixed Term Exclusion		Additional notes	
<ul style="list-style-type: none"> <li>o Unprovoked pupil violence</li> <li>o Racism of any kind</li> <li>o Theft of any kind</li> <li>o Leaving the classroom without permission</li> </ul> <p>Consequences: report straight to member of SLT to sanction IRT – children to be escorted by an adult. Teacher to record on CPOMs with details of the behaviour. Parents contacted and outside agencies to be contacted where necessary.</p>		<ul style="list-style-type: none"> <li>o Two red cards in one day will lead to an isolated reflection time.</li> <li>o Three red cards on separate days in any five-day period will lead to an IRT.</li> <li>o Three sessions of IRT in any 6-week period will lead to an isolated day</li> <li>o Three isolated days in a 6-week period may result in a fixed term exclusion.</li> <li>o Two IRT's may result with a meeting between a member of the leadership team and the parents to discuss behaviour.</li> <li>o Any Fixed Term Exclusion will be at the discretion of the Head Teacher and will involve a parental meeting.</li> </ul>	
Green	Blue	Yellow	Red
<ul style="list-style-type: none"> <li>*Pride</li> <li>*Positivity</li> <li>*Respect</li> <li>*Responsibility</li> <li>*Independence</li> <li>*Integrity</li> <li>*Drive</li> <li>*Determination</li> <li>*Excellence</li> <li>*Enjoyment</li> <li>*Good Manners</li> <li>*Following Instructions</li> <li>*Being Kind</li> <li>*Active listening</li> <li>*Sharing</li> <li>*Being polite</li> <li>*Sitting nicely</li> <li>*Trying your best</li> <li>*Asking for help</li> <li>*Encouraging peers</li> <li>*Promptly following instructions</li> <li>*Settling to work quickly</li> <li>*Looking after the classroom</li> <li>*Being a good role model</li> <li>*Active learner</li> <li>*Being honest</li> <li>*Walking SAFELY, SENSIBLY and SILENTLY around the school</li> <li>*Good teamwork</li> <li>*Reward system not limited to praise: star of the week certificate; pride points leading to bronze, silver, gold certificate and badge.</li> </ul>	<ul style="list-style-type: none"> <li>*Minor Incidents (may include saying nasty things/being unkind, low level disruptive behaviour in class not showing good manners – e.g. answering back, not looking after resources etc)</li> <li>*Consequences:                             <ul style="list-style-type: none"> <li>*Explain to pupil the behaviour they have displayed which has resulted in a Blue card.</li> <li>Warning to be given and verbal reminder of expected behaviour.</li> <li>Recorded on class GTBG behaviour chart</li> <li>*Child returned to 'Green' quickly once pupil shows expected behaviour.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>*Further non-compliance which disrupts the learning of others (may include name calling, bringing in inappropriate items not taking responsibility for your own actions, irritating others e.g. poking pushing, throwing classroom objects etc. running and/or inappropriate movements around the school, persistent blue behaviours)</li> </ul> <p><b>Consequences:</b></p> <ul style="list-style-type: none"> <li>*Explain to pupil the behaviour they have displayed which has resulted in Yellow card. Pupil to move to 'Time Out' table within the classroom to work for up to 30 minutes independently. Recorded on class GTBG behaviour chart.</li> <li>Pupils to spend 5 minutes with CT at next available break to discuss behaviour. Return to Blue/Green as soon as pupil shows expected behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>*Severe defiance which undermines adult's authority (may include aggressive behaviour towards an adult or pupil, deliberately damaging school property, inappropriate use of ICT, refusing to follow an adult's instructions, not telling the truth, swearing, spitting, bullying)</li> <li>Child on child sexual harassment</li> </ul> <p><b>Consequences:</b></p> <ul style="list-style-type: none"> <li>*Explain to the pupil the behaviour they have displayed which has resulted in a red card. Log red card on CPOMS and record on class GTBG behaviour chart, send message to leadership team to expect pupil to attend and complete incident report during next lunch break. Send pupil to member of SLT to inform of incident and class teacher to inform parent at end of the day regarding behaviour.</li> </ul>

## Ladder of consequence

Appendix 5

### **Above and beyond**

Children are displaying outstanding behaviour and attitudes to learning and are recognised for this behaviour through moving Bronze, Silver and Gold cards in front of their 'Good to be green' card.

### **Step 1- Green, expected behaviour**

If I am not displaying green behaviour my teacher will give me a warning. I know that there will be consequences if I continue to make the wrong choices.

### **Step 2- Blue behaviour**

I will have a private conversation with a member of staff straightaway. I need to think carefully about my behaviour. I will be reminded if my choices/ behaviour is good I can return to green

### **Step 3- Yellow behaviour**

If I choose to make the wrong behaviour choices, I will need to speak to an adult away from the lesson or at playtime. I will be asked to take Time Out for 5 minutes, when I will think about my behaviour. I will need to catch up with the learning I have missed. My behaviour will be recorded by the class teacher

### **Step 4- Red behaviour**

If I continue to make the wrong behaviour choices my parents will be informed through a conversation at the end of the day in person or on the telephone. I will have a conversation with a senior member of staff about my behaviour choices. My behaviour will be recorded on CPOMS.

***If I continually make the wrong choices and I have been on red three or more times in a week, or I am regularly on red, I will be placed on Step 5***

### **Step 5**

With the Headteacher I will agree a Success Contract and targets for my behaviour. My behaviour will be monitored, recorded daily and shared with my parents.

If I do not meet my targets, I will be placed on Step 6/7

### **Step 6 & 7**

I will have a behaviour contract set and I MUST achieve my targets. My behaviour will be monitored, recorded daily and shared with my parents.

If my behaviour does not improve, I will be placed on Step 8

### **Step 8**

My parents will be informed by letter that I am not allowed to be taught in class. I will have no access to the playground at the same time as the other children or extra-curricular clubs

If my behaviour does not improve, I will be placed on Step 9

### **Step 9**

My parents will be informed by letter that I am not allowed to come to school for a set period of time. My learning will be sent home

If my behaviour does not improve, I will be placed on Step 10

### **Step 10**

My parents will be informed by letter that I am not allowed to come back to Hale Primary and Nursery Academy.

## **Appendix 6- Additional support**

It is recognised that some children need a more individual approach to independently display positive behaviour.

To do this we offer the following approaches:

- Time out opportunities
- Modified timetable
- Social skills groups
- Targeted interventions
- Home School Link Worker
- Behaviour plan

### **Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Personal Behaviour Support Plan**

This is a structured plan to gain a clearer understand of a child's behaviour when it is agreed a more focused approach is needed to support the child to make positive changes to their behaviour. This involves completing a close monitoring of a child's behaviour throughout the school week. This gives detail on an individual's strengths and areas for development. This plan will be implemented and monitored by the class teacher on a daily basis. It will be reviewed on a weekly basis by the class teacher and pupil in liaison with a member of the Senior Leadership Team. The child will be removed from the plan when they have a success rate of 90% over a four week period.

After the first two weeks there will be a review meeting to talk about the progress the child has made and working towards coming off the plan. However, if they have not shown any progress at the end of the four week period the child will have a further two weeks to change their behaviour before a referral for more specialised support is considered.

### **Support Agencies**

We have a strong working relationship with a number of educational and health agencies who can give additional input where it is deemed necessary to review a child's behaviour. This is undertaken with permission from parents/guardians.



### **Pastoral Support Plans (PSPs)**

Where there are more serious behavioural concerns, the school, in conjunction with the pupil, parents or carers of the pupil and outside agencies e.g. Educational Psychologist and Behavioural Support, will work together to draw up a PSP. This will run for 8 weeks addressing the pupil's behaviour through a detailed action plan. It will be reviewed at regular intervals (as agreed at the initial meeting) with those concerned to discuss progress and may be extended if required.

From this a Behaviour Plan for use in the classroom is drawn up to help the pupil with their future behaviour. This is a positive behaviour plan. Comments for every lesson and playtime are made and the pupil can also collect points/rewards on their behaviour plan.

The behaviour plan is shown to parents to read and sign. The frequency of this is personalised for each pupil.

The behaviour plan will run for four weeks after which time staff and parents will decide whether to resume normal monitoring or continue. This will be fed back into PSP meetings.

### **Appendix 3 -Beyond the school gate**

It is expected that Hale pupils will uphold the good reputation of the school when walking to and from school or on a visit with a school group, both through their behaviour and conduct.

#### **The power to discipline beyond the school gate**

The Academy Head has the right to discipline pupils beyond the school gate when non-criminal negative behaviour or bullying occurs anywhere off site and is witnessed by a member of staff or reported to the school.

#### **The Academy Head in dealing with the incident outside school will consider the following:**

- If the misbehaviour has repercussions for the orderly running of the school.
- If the misbehaviour poses as a threat to another pupil, staff member or member of the public.
- If the misbehaviour could adversely affect the reputation of the school.

The Academy Head will also consider and notify the police or anti-social behaviour co-ordinator in their local area of the actions taken against the pupil, if they feel it is appropriate. If the Academy Head feels the misbehaviour is linked to the child being at risk of immediate harm, then the school's safeguarding policy will be followed.

### **Appendix – Roles, Rights and Responsibilities**

The Academy Head and the governors have overall responsibility for the implementation of the school's Behaviour Policy. However, everyone in the school community has roles, rights and responsibilities to ensure that Hale School is a safe place to work, learn and play.

### **The role of Academy Council**

The governing board is responsible for reviewing and approving the written guidelines of behaviour principles support the Academy Head in carrying out these guidelines. The governing body will also review this behaviour Policy in conjunction with the Academy Head and monitor the policy's effectiveness, holding the Academy Head to account for its implementation.

### **The role of the Academy Head**

The Academy Head is responsible for reviewing this Behaviour Policy in conjunction with the Governing body and to implement this policy consistently throughout the school. The Academy Head will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The Academy Head has the responsibility for giving fixed-term exclusions to individual pupils for major infringements of misbehaviour. For repeated or very serious breaches of the school's behaviour policy the Academy Head may permanently exclude a pupil.

### **The role of all staff**

Staff at Hale Academy have the right to teach and work in a safe and supportive environment. The class teacher has overall responsibility for all pupils in their classes during the teaching school day. All adults who have contact with children recognise and praise positive behaviours and reinforce school expectations and are responsible for implementing and promoting the Positive Behaviour Policy. **All staff should act as role models to achieve the Hale expectation.**

At the start of every school year pupils in each class, in discussion with the class teacher, decide on their class rules which are then displayed in a charter on the classroom wall as a constant reminder to the children. The rules relating to our positive behaviours – Good to be Green - are displayed in every class and referred to on a regular basis so that all pupils know what is expected of them and have ownership of the rules. All pupils are involved in lessons in PSHE (Personal Social, Health Education), and circle time. During this time relevant issues are discussed to promote good relationships between all pupils and adults.

It is the class teacher's responsibility to ensure that the school rules are promoted and reflected in their class, and that their class behaves in a responsible manner during lesson time. The class teachers and teaching assistants in our school have high expectations of the children in terms of behaviour and they strive to ensure that all pupils work to the best of their ability through a personalised learning approach and based on specific behavioural needs of particular pupils. Staff treat each pupil fairly and consistently. All pupils are treated with respect and understanding.

If a child's behaviour is not meeting the expectations of the positive behaviour expected at Hale Academy, the class teacher will follow the Good to be Green guidance, recording the incident. It is an expectation that a pupil will quickly return to Green when s/he resumes following the behaviour rules. Moving to a red card should be a rare occurrence. However, in such circumstances the

member of staff dealing such behaviour must record the behaviour incident on CPOMS and report this to the class teacher where necessary. The class teacher has the responsibility of contacting the parent or guardian on the same day to discuss the behaviour incident.

The class teacher will liaise with SLT and external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a pupil with the education social worker or the Behaviour Support Service.

### **The role of parents and carers**

Parents and guardians have the right to know that their children work, learn and play in a safe and supportive environment. The school works collaboratively with parents, so pupils receive consistent messages about how to behave at school and adhere to the school's positive behaviour policy. We expect the parent/carer to inform the school of any changes in circumstances that may affect their child's behaviour and to discuss any behavioural concerns with the class teacher promptly. In this way Hale Academy builds a supportive dialogue between home and school and we inform parents/carers as soon as possible if we have concerns about their child's welfare or behaviour.

If the school has to use sanctions due to inappropriate behaviour, parents/carers should support the actions of the school. If parents/carers 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 behaviour lead, then the Academy Head. If still not satisfied the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The role of the pupil**

Pupils have the right to work, learn and play in a safe and supportive environment. They are expected to follow the school rules and act in accordance with the Home School Agreement. Pupils are expected to show good manners and be polite at all times, behaving in an orderly and self-controlled way. They should show respect to members of staff and each other and in class make it possible for all pupils to learn. Pupils are expected to move quietly around the school and treat the school buildings and school property with respect. They are required to wear the correct school uniform at all times. Pupils are encouraged to have a clear understanding that all behaviours have consequences in terms of rewards and sanctions and refrain from behaving in a way that brings the school into disrepute, including when outside school

### **Misconduct of Parents on school site**

In the event of a parent displaying misconduct on school property the Academy Head will notify the parent with a written warning about the behaviour or in a serious breach of misconduct ban the parent from physically setting foot on school property.

### **Misconduct of staff members**

In the event of a staff member being accused of misconduct the Academy Head will follow the guidance and advice in “Dealing with Allegations of Abuse against Teachers and Other Staff.”

Staff members will not automatically be suspended after an allegation of misconduct, pending an investigation into the matter.