

**Procedures to Manage Pupil**

**Behaviour at**

**Hackwood Primary Academy**



# Aim

At The Harmony Trust we want all our schools to have a calm and caring atmosphere where everyone feels safe and happy. We aim for all our children to achieve to their highest potential and excellent behaviour is fundamental to ensure every child succeeds. We believe that we all have a part to play in building a positive foundation for behaviours and attitudes to learning and that positive relationships are at the root of this.

This policy reflects the values and principles that we collectively consider to be important to our schools. It is a live document and should be referred back to whenever necessary.

# Rewards

Rewards and sanctions need to be **consistent** throughout each school, so that children have continuity from class to class and have a better understanding of acceptable behaviour. We fully recognise and reward helpful and co-operative behaviour, good work and achievement.

# Positive praise at Hackwood Primary Academy

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| **Smile / Warm Welcoming Personality**The most common reward used is “the smile” to recognise that the child is making the right choices and making sure we have a warm, welcoming personality to greet our children every day.  |
| **Verbal – well done** Public recognition for correct behaviour choices and / or good work.  |
| **Written feedback/stickers/highlighter – in books** Comments made on super work.  |
| **Sharing good work – public acknowledgement in class/Achievers assembly/with a member of the SLT** Sharing an exceptional piece of work with the class and displaying a copy of it, sending it via Seesaw, sharing in assemblies.  |

# Rewards for behaviour that is above and beyond what is expected of all pupils at Hackwood Primary Academy

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| **Beyond the above whole school positive behaviour and praise we have a range of ways in which class teachers share praise and celebrate achievements.** **Sharing work with parents:** Good work is photographed and uploaded to Seesaw. This allows parents to celebrate with their child at home. **Communication between school and home:** Seesaw messenger is used to allow class teachers to share praise with parents. This includes a two-way chat facility. **Use of class rewards:** Teacher can issue stickers and positive comments in their classes based on styles that are appropriate and collectively agreed by the class.  |
| **Team / Table Points**Where appropriate and agreed by the class, children collect team or table points when the whole class are recognised for good behaviour and learning attitudes. When the children achieve an agreed target then they can have time to celebrate in class or using the playground.  |
| **Weekly whole school Acheivers assembly** These celebrate achievements and include: * A ‘Believe’ Award – for someone who has demonstrated personal self-belief during the week
* An ‘Achieve’ Award – for someone who has achieved targets set for them that week.
* A ‘Succeed’ Award – for exceptional success that week.
* Sumdog Recognition in class for children with the most points / correct answers
* Accelerated Reader / Myon inter-class competition results and personal reading awards
* Attendance awards: Class - The class with the highest attendance are awarded with a certificate and trophy each week.

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| **Celebrate success with parents** * Informal comments at the end of the day, notes home, messages via Seesaw or phone calls to reward exceptional work and achievement.
* Half-termly Achievers Assembly where parents are invited to celebrate their child’s success
* Parent Consultations – termly to share the progress and achievements of their child

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**Our school rules:**

Pupils follow our academy rules which are displayed around school and discussed regularly:

* We are Respectful
* We Persevere
* We take pride in everything we do

We also expect children to:

* Live out our Motto: ***We believe in ourselves, to achieve our targets and succeed!***
* Come to school every day, on time
* Wear their school uniform
* Wear the correct PE kit to school on PE days

## Sanctions

If a child breaks the rules, we use the language of Choice and Consequence. Pupils choose their behaviour and some choices can result in consequences. We understand that mistakes are normal and therefore consequences should be supportive. The following table shows the sanctions used at our academy, starting with the most minor and growing in severity.

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| **Strategies to be used as reminders:** **‘The Look’ – Non verbal reminder** 1. Minimal eye contact and a stern look given for routine misbehaviour.

**Praise others for making the appropriate choice** 1. A reminder of expectations by identifying and praising a child doing the right thing – e.g. “Thank you… for putting your hand up”.

**Highlight choices** 1. Verbal caution- remind the child of the ‘right thing’ to do.

**Adult support** 1. Teacher/TA/Learning Mentor/Family Support Worker to support the pupil in their work if necessary.
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| **Non-verbal reminder** – children are given a look or gesture to remind them of the expectations  |
| **Verbal Reminder –** children are given a verbal reminder about what they should be doing and our expectations  |
| **Warning -** children are given an official warning of their actions and the consequences that may follow as a result |
| **Reflection Time –** In class: Children have some quiet time in the classroom to reflect on their actions away from distractions. This time is given for them to try and reset and have an opportunity to talk to an adult at a convenient time.  |
| **If behaviour persists, the following actions may be taken.** * **Time out in partner class**

Sitting in another class (with a member of SLT where possible). * **TA/Learning Mentor support**

TA goes into the class and supports the child, encouraging them to improve their behaviour. If this is not happening then the child is taken to SLT to complete their work. When their behaviour has improved they are taken back to class.  |
| **Informal contact with parent** Parents are made aware of a slips in behaviour through a face to face or phone conversation with the class teacher.  |
| **Each lesson / session starts afresh with every child.**  |

# Addressing persistently poor behaviour or serious incidents

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| **Sent to SLT -** For serious incidents / persistent behaviour, child are seen by a member of SLT who will decide on the appropriate next steps.  |
| **Use of behaviour contract. The child is placed on a daily report card to identify behaviour patterns/triggers.** Parents/carers are involved in this process.  |
| **Exclusion – internal** If the daily report card shows that behaviour has not improved, then the pupil will be excluded in school for a period of time. This will be supervised by a member of SLT. This will be at the discretion of the principal.  |
| **External agency support** Parents/carers will meet with the Principal and SENDCO to discuss appropriate external support.  |
| **Exclusion – external -** Formal disciplinary procedure, which follows The Harmony Trust exclusion policy.  |

**5.0 Lunchtime Reflection Time:**

Lunchtime Reflection Time will take place in the main SLT office. Children will have their name, reason for attending and detail written in the red book (one per class). Every child sent for reflection time needs to explain to the member of staff on duty why they are there and what they are going to do differently to improve their behaviour in future.

Class teachers will send their children with work to complete during this time. Staff will engage in minimum conversation with the child to ensure there is a time for reflection for the child. During lunchtime, children can be sent inside for reflection if needed. However, a member of must accompany the child to report the issues arising outside to the member of staff in seclusion, who will deal with matter accordingly.

At the end of each half term, SLT will collate and analyse the number of reflections that have taken place and this will inform any additional behaviour support needed across the academy.

## 6.0 Being Fair

All children deserve a chance to explain themselves; it is the adults’ responsibility to allow time for this as close to the incident as possible to make sure it is dealt with fairly. If it is not possible to talk to the child straight away, the child should have chance to record what happened either through pictures or writing it down.

As previously stated **consistency** across the academy is of the upmost importance. Every member of staff must ensure that they have **high expectations** of the pupils and take a **collective responsibility both in class and around the academy**.

We expect an apology from the pupil that is sincere and shows that the child has reflected on their behaviour whenever the academy rules are broken.

## 7.0 Procedures for Persistent bad behaviour and Isolated Incidents

Children who have regular reflection time or who are in danger of being excluded require specific attention and strategies if the consequences and sanctions fail to be effective.

In the first stages, staff should follow the Behaviour Policy. After monitoring for a week, discussions should take place with the parents to identify any reasons for the behaviour. If unacceptable behaviour continues following discussions with parents the teacher should speak to a member of SLT to decide if the child should be put on report or, if the issue is related to another matter; appropriate action needs to be taken.

In most cases the child will be put on a Behaviour Plan, whereby targets are chosen, specific to the child, and monitored each lesson throughout the day. The child is on a Behaviour Plan for 2 week intervals. Reports are shared with SLT and parents at the end of each day.

**Other strategies to be considered:**

* Input from trust inclusion and SEND teams.
* Input from outside agencies such as the Educational Psychologist and Behaviour

Support Service (once all of the above is in place)

* For serious incidents support and advice should be sought from a member of SLT. If in extreme cases exclusion becomes necessary, the school will follow the exclusion process in line with The Harmony Trust policy.

# Suspension

If, in the opinion of the principal, the child’s misbehaviour is serious enough, then the child may receive a suspension. The procedures that should be carried out should follow government, local authority and trust procedures and policy.

On returning to the academy, the principal (or a member of SLT in their absence) should ensure that a reintegration meeting takes place with the child’s parents/guardians and the child. A permanent exclusion will only be sought in the most severe of cases. This again must be in line with the procedure set out by the local authority and trust.

The principal should ensure that a record is kept of their actions and that of those of other staff with regard to any suspensions. It is also the responsibility of the principal to inform the Local Authority immediately of any exclusion. The board of trustees will be informed on a termly basis regarding exclusions. They will also be informed about suspensions which would result in the pupil being suspended for more than five days (or more than ten lunchtimes) within a term; as well as permanent exclusions.

Procedures that are to be followed for fixed term/permanent exclusion are detailed on the Local Authority’s web site and trust website. Additional guidance can be found on DfE website [www.gov.uk.](http://www.gov.uk/)

**Racism**

# Definition of a racist incident

A racist incident occurs when people are abused because of their racial difference. Incidents are investigated as potentially racist if the victim experiences it as racially motivated or others involved see it as such.

Racism is on a continuum that includes bullying and other peer on peer abuse.

**It is crucial therefore:**

* For the victim to feel supported by the academy
* For the perpetrator to be dealt with

# Responding to racist incidents

Racist incidents are serious, however trivial they may seem in isolation. In personal terms they are extremely offensive.

* All incidents are dealt with sensitively, recorded on CPOMS with the racist incident label ticked
* The senior leadership team and safeguarding lead are responsible for dealing with racist incidents.
* All staff need to be confident to know what is expected of them and be given support in dealing with racist incidents.
* Time is needed to investigate a racist incident thoroughly
* Support needs to be given to victims.
* Perpetrators need to be counselled and dealt with appropriately and fairly.
* Staff, children, and parents need to be kept informed of progress and outcomes.

# Data collection and monitoring

All racist incidents are logged on the academy’s safeguarding system. The log includes other kinds of peer on peer abuse, like bullying. This is then monitored by the safeguarding lead and reported to the trust inclusion lead, who collates this information and acts on it accordingly.

At Harmony Trust schools, we:

* Encourage children to talk about themselves positively and regard themselves as achievers.
* Provide additional support and security for children who need it before and after school
* Children’s experiences and backgrounds are utilised in planning and gathering teaching materials.
* Children share in discussions dealing with racism in assemblies and PSHE sessions and activities
* Provide explicit information for children (on what to do if they are victims of a racist incident)
* Develop positive relationships between staff and children in order to ensure the child can tell about their experiences and share incidents of abuse

**Bullying**

# Rationale

Bullying is a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from name calling, racist comments, teasing, threats and extortion through to physical assault on persons and/or their property, in or out of the academy. The academy will not tolerate any form of bullying including that which is linked to racism, homophobia, gender, disability or social background.

# Purposes

* Every student in our academy has the right to enjoy learning and play, free from intimidation, both in the academy and in the community.
* Our academy does not tolerate any unkind actions or remarks, even if they were not intended to hurt. Bullying, including cyber bullying is dealt with seriously.
* Pupils should help each other by reporting all instances of bullying. Information is treated in confidence.

# Procedure Reporting

Pupils should be encouraged to report bullying to any trusted adult. Children are taken seriously at all times. Any information is regarded as confidential, as far as possible.

**Recording**

Incidents of bullying are recorded on the academy safeguarding system (CPOMS).

# Investigation

The situation is investigated and the outcome communicated to those involved, parents of both the perpetrator and victim will be involved and informed of the outcomes and consequences.

# Staff action

Bullies should not be bullied.

Victims should be provided with a “safe refuge”

Bullies and victims may be counselled together. All involved must see something is being done.

Incidentsare recorded on the academy safeguarding log and dealt with by the senior leadership team, or safeguarding team, where appropriate. Sanctions follow our behaviour policy.

# Learning

There are frequent opportunities for children to discuss all forms of peer on peer abuse in many curricular areas, such as: PSHE, assemblies and class council meetings.

 **Sexual Violence and Sexual Harassment**

The academy takes any incident of this type very seriously and has an ‘It could happen here’ approach. When an incident of this type occurs, the academy will:

* Record any disclosure and pass on to the DSL or DDSL immediately
* Where sexual violence has been disclosed this is a criminal event and MUST be reported to the police as such
* Parents/carers of the victim/alleged perpetrator should be informed (unless this would put the child at further risk)
* In the case of sexual violence - carry out an immediate risk and needs assessment
* In the case of sexual harassment – carry out a risk assessment on a case-by-case basis
* Engage with children’s social care and specialist services as required

## Searching, Screening and Confiscation

The following advice is based upon the Department for Education document ‘Searching, screening and confiscation - Advice for Head Teachers, school staff and governing bodies’ January 2018

# Searching

Academy staff can search a child for any item if the child agrees. (The ability to give consent may be influenced by the child’s age or other factors).

The Principal and staff authorised by them have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item.

Prohibited items are:

* knives or weapons
* alcohol
* illegal drugs
* stolen items
* tobacco and cigarette papers
* fireworks
* pornographic images
* 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 the property of, any person (including the child).

The Principal and authorised staff can also search for any item banned by the academy rules.

 **Confiscation**

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to academy discipline.

# Searching with consent

Academy staff can search children with their consent for any item.

The academy is not required to have formal written consent from the child for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the child’s bag or drawer and for the child to agree. If the child refuses, the teacher can apply an appropriate consequence.

# Searching without consent

The member of staff conducting the search must be the same sex as the child being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the child being searched.

There is a limited exception to this rule. Staff can carry out a search of a child of the opposite sex and without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.