

Hinde House 2-16 Academy

Behaviour Policy

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Contents

Rationale/Statement of Intent.....	4
Values	4
Promoting positive behaviour	4
Routines/Expectations of students	5
Behaviour in the Community	5
Unacceptable behaviour	6
Bullying	6
Anti-bullying culture.....	7
Rewarding good behaviour.....	7
Poor behaviour: Use of disciplinary actions	7
Fixed term exclusions.....	8
Permanent exclusions	9
Malicious allegations against staff	10
Use of reasonable force	10
Searching	10
Forbidden items.....	11
Parents/carers.....	11
Rights	11
APPENDIX 1 Secondary 5* Learner strategy.....	12
APPENDIX 2 Primary 5* learner strategy	13
Behaviour and the 5* Learner awards	14
5* Attendance	15
5* Learners on the Playground	16
APPENDIX 3 – Behaviour Policy – COVID-19 - Secondary	17
APPENDIX 4 - Consequences of inappropriate behaviour in the Primary Phase:	19

Rationale/Statement of Intent

At Hinde House 2-16 Academy, we wish to create an environment where behaviour for learning enables all students to fulfil their potential. We believe that this will be best achieved where staff, students and parents/carers work together with a common purpose. Our behaviour policy rewards the vast majority of students who meet the academy's expectations and there are clearly defined consequences and approaches to support students who misbehave. We want all students to have high aspirations, be fully committed to learning, aim for achievement at their highest possible level and experience and celebrate success. We want all this to happen within an inclusive community where relationships are based on mutual respect.

Values

To help protect our rights and encourage responsibility, we constantly promote the following values:

- Listen to others.
- Be polite and friendly to each other.
- Solve problems by staying calm and talking to each other.
- Use equipment safely.
- Do not bully, fight or hurt other people.
- Value everyone in the academy and within the community.
- Learn from mistakes.
- Care for each other.
- Talk to an adult in school if we are worried, scared or unhappy.
- Take responsibility for our actions.
- Respect other people's beliefs and feelings.

Promoting positive behaviour

As a school, we believe in promoting positive behaviour for learning. We do this by:

- Outstanding teaching.
- Regular marking to help students make progress and identify areas of support needed.
- Having a positive 5-star reward system.
- Having clear and consistent expectations.
- Ensuring a pleasant, safe and stimulating learning environment.
- Offering a wide range of extra-curricular activities.
- Encouraging positive relationships.

Routines/Expectations of students

- To attend school every day and to be punctual.
- Show respect, courtesy and consideration towards all members of the school community.
- Wear correct uniform in order to promote a positive image and show pride in belonging to Hinde House 2-16 Academy.
- Be honest and co-operative with others.
- Respect members of the wider community and their property.
- To demonstrate excellent manners.
- To move sensibly around the academy and walk on the left side of corridors and stairwells.
- Ensure the academy is kept clean and litter free.
- Look after academy property including books, planners or equipment so that they are graffiti free.
- Have correct equipment and a planner.
- Mobile phones are not to be seen or used on the academy site.
- Coats and other outdoor wear are to be removed inside the academy.
- No smoking anywhere on the academy site. This included e-cigarettes.
- No gambling anywhere on the academy site.
- No fizzy drinks to be consumed.
- All food to be consumed in the canteen, litter placed in the bins and plates and cutlery returned.
- Adhere to outside and inside boundaries.
- All students to remain in school during the school day including lunch time. The school gates are locked between 8.50am and 3.10pm.

Behaviour in the Community

Government legislation allows schools to “discipline students for misbehaving outside the school premises.” The academy will support police action taken against any anti-social or criminal behaviour in the community and seek to identify any student involved in such behaviour. Exclusions, including permanent ones, can be used for incidents which take place near to school at lunch times or on the way to or from school.

The academy will act to address poor/inappropriate on social media when this is related to individuals or incidents in school. Such cases could lead to a fixed term exclusion or in very serious cases a permanent exclusion. On the way to and from school or on school visits, students are expected to behave appropriately and promote a positive image of the school.

This means:

- Respecting resident's property and privacy.
- Not damaging property.
- Not door knocking.
- Keeping noise levels respectable.
- Disposing of litter properly (Into bins or taking it home).
- Being aware of traffic and crossing the road safely.
- Behaving appropriately on public transport.

Unacceptable behaviour

The academy will not accept the following behaviour:

- Physical assaults on other students, staff or visitors.
- Verbal assaults or derogatory language.
- Damage to academy property, staff property or other student's property including the building, equipment and resources.
- Theft of property.
- Substance misuse.

Bullying

- Meaning: Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally. Bullying may be:
- Physical: Hitting, kicking, pushing people around, spitting; or taking, damaging or hiding possessions
- Verbal: Name-calling, taunting, teasing, insulting or demanding money
- Exclusionary behaviour: Intimidating, isolating or excluding a person from a group
- Cyberbullying: Using the internet, mobile telephones and social networking sites to deliberately upset someone else.
- Bullying may also be sexual (talking to or touching someone in a sexually inappropriate way), sexist (related to a person's gender), racist or regarding someone's religion or culture, related to a person's sexual orientation (homophobic), related to a person's home circumstances, related to a person's disability, special educational needs, learning difficulties, health or appearance.
- Bullying is always unacceptable and will not be tolerated at the Academy because:
- It interferes with a student's right to enjoy his / her learning and leisure time free from intimidation.
- It is contrary to all our aims and values, our internal culture and the reputation of the Academy.

Anti-bullying culture

A student, member of staff or parent/carer who witnesses or hears or an incident of bullying should report it immediately. Every complaint of bullying and poor behaviour will be taken seriously and investigated thoroughly before appropriate action is taken.

The Academy will inform parents of all serious incidents so that they can give their support. Staff who become aware of the alleged bullying should respond by informing the relevant year leader and Behaviour and Welfare manager. The Academy may use a restorative approach to solve bullying between pupils. The Behaviour and Welfare team or Year leader will see the victim and any witnesses without delay and form an initial view of the allegation.

The assessment will consider:

- The nature of the incident(s) - physical? verbal? exclusionary? etc.
- If it is it a "one-off" incident involving an individual or a group.
- If it is it part of a pattern of behaviour by an individual or a group.
- If physical injury has been caused.
- If the Academy's Designated Safeguarding Lead or police need to be informed.

Rewarding good behaviour

The Academy is committed to promoting and rewarding good behaviour and will do so in the following ways:

- Praise, certificates positive phone calls home, reward points awarded for meeting and exceeding expectations and these in turn will lead to trips, activities and awards.
- Use of the 5 star system as a way of recognising and rewarding students who consistently behave well. (See Appendix 1 and 2)

Poor behaviour: Use of disciplinary actions

In primary phase, the Academy operates a consequence system to challenge poor behaviour in the classroom. This is used after students demonstrating poor behaviour have been reminded of and encouraged to meet expectations.

In the primary phase a Tell, Warn, Sanction procedure is used. If the student's behaviour does not improve after this a card system is used:

- Yellow card – time out in another classroom for ten minutes.
- Red card – student removed from the classroom to complete their work.
- Purple cards/Year log - are for more serious behaviours that may not require removal from class.

Students receiving a coloured card will lose some of their golden time and may be asked to attend a detention the following day with a senior leader. Parents will be notified of a detention in person at the end of the day or by phone.

Further behaviour support in the primary phase may include the student having a daily report which involves the child, parents and teachers or a placement in the learning house. Please see **APPENDIX 3** for further information.

In the secondary phase of the Academy the following system is used:

- C1 – Formal warning.
- C2 – Student removed to another classroom within the department.
- C3 – Student is removed by staff on call and placed in internal. They will then attend a 30 minute detention with their year leader the day after (Parents/carers are notified by text message).

The secondary phase of the Academy has an internal room where students who have behaved in a way that is unacceptable work in isolation. The purpose of internal isolation is to allow students the opportunity to reflect on their behaviour. Students are provided with work to complete. Internal operates from 9.45am to 3.40pm and students are expected to sign in at the main reception at 9.30am.

If the decision to place a student in internal is made, parents/carers are notified by the Behaviour and Welfare manager the day before. It is likely that a student with a history of non-compliance will not be invited on school trips.

Fixed term exclusions

- A student may be excluded for one or more fixed periods. This means that they do not attend the academy for these periods.
- In the event of a fixed term exclusion, parents/carers are notified by telephone and by letter.
- When the fixed period of exclusion expires, parents/carers are invited to attend a re-integration meeting with the student's year leader and/ Vice Principal for Behaviour. A behaviour contract is then agreed and signed in order to support the student with their future behaviour.
- All decisions to exclude are serious and only taken as a last resort or where the breach of the Academy rules is serious. The following are examples;
- Failure to comply with a reasonable request from a senior member of staff.
- Failure to wear Academy uniform which has been provided (where possible) for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request.

- Violence towards other students or staff.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or students.
- Possession of drugs and/or alcohol related offences.
- Failure to comply with the requirements of the 'consequence system'
- Wilful damage to property.
- Homophobic or racist bullying.
- Bullying.
- Sexual misconduct.
- Theft.
- Making a false allegation against a member of staff.
- Behaviour which calls into question the good name of the Academy
- Persistent defiance or disruption.
- Assaults or fighting that is not premeditated or planned.

Permanent exclusions

- "A decision to exclude a pupil permanently should only be taken: In response to serious or persistent breaches of the school's behaviour for learning policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school."
- The Vice Principal will inform the parent/carer that their child has been excluded. This will include: the reason for the exclusion, the type of exclusion, rights to make representations to the governance panel, the start date for any alternative provision, start and finish times of alternative provision, its address and where the pupil should report.
- The Vice Principal may rescind an exclusion before a meeting of the governance panel and must consider their duty of care when sending a pupil home for an exclusion.
- The Academy's policy on exclusions applies to serious breaches of Academy discipline occurring on Academy premises and also outside of the Academy. Examples may include, but are not limited to:
 - Violence towards staff, pupils, equipment and the building.
 - Activities that cause a breach in welfare, safety or discipline such as making someone unsafe online, causing an affray.
 - Goading others to act violently.
 - Theft and breaking the law.
 - Bullying (Including racist and homophobic bullying).
 - Carrying an offensive weapon.
 - Sexual abuse or assault.
 - Persistent aggression.
 - Persistent refusal to follow school procedures.

Malicious allegations against staff

- Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Academy will consider whether to take disciplinary action in accordance with this policy. This may include a referral to the police to consider if action might be appropriate against the accused.

Use of reasonable force

- Any use of force by staff will be reasonable and proportionate.
- Force may be used: for the purpose of preventing a pupil from doing (or continuing to do) any of the following:
- Committing a criminal or civil offence.
- Causing personal injury to or damage to the property of any person.
- Carry out actions that are contrary to the good order and discipline at the Academy.
- Force is never used as a form of punishment.

Searching

- Staff have the right to search pupils if there is any suspicion of a weapon or an illegal substance or legal substance for which pupils are trading e.g. alcohol, cigarettes.
- The member of staff who seizes, retains or disposes of the item is not liable in any proceedings in respect of the seizure, retention or disposal; any damage or loss which arises in consequence of it.
- Informed consent: The Academy staff may search a pupil with their consent for any item. Appropriate consideration will be given to factors that may influence the pupil's ability to give consent.
- Searches without consent: In relation to prohibited items, as defined below, the head teacher, and staff authorised by the head teacher, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession. Searches without consent will only be carried out on the academy premises or where the member of staff has lawful control or charge over the pupil, for example, on academy trips.
- Prohibited items: Means knives or weapons, alcohol, illegal drugs and stolen items, tobacco and cigarette papers, fireworks, pornographic images and any other items as defined as such from time to time. It shall also include any article that a 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 pupil.

Forbidden items

The following items should not under any circumstances be brought onto the academy site:

- Cigarettes (including E-cigarettes).
- Matches and lighters.
- Knives and other sharp objects.
- Firearms.
- BB guns.
- Any other offensive weapon.
- Drugs and any other illegal substance.
- Drug paraphernalia.
- Alcohol.
- Fireworks.
- Laser pens.

Parents/carers

- Parents and carers can help their child to contribute positively towards the disciplined learning environment by:
- Supporting the academy staff in ensuring that their child meets academy expectations.
- Promoting the academy's values and expectations at all times.
- Ensuring that students arrive on time every day in full uniform and with the correct equipment.
- Communicate any necessary information that will help to support the education of their child.

Rights

At Hinde House 2-16 Academy, everyone has rights:

- Students – have a right to be heard, a right to learn and a right to be safe.
- Staff – have a right to teach in a friendly, safe and satisfying school that is supported by the school community.
- Parents/carers – have a right to feel welcome and to know that their children learn and achieve in a friendly, safe and supportive environment.

APPENDIX 1 Secondary 5* Learner strategy

5* Learner Scores

5*	Type of Learner	Description	Criteria
5	An active learner	<u>Actively take responsibility for your own learning</u> beyond what the teacher asks.	<ul style="list-style-type: none"> - Actively look for ways to accelerate your progress Always <ul style="list-style-type: none"> - On time - Have the correct equipment - Enthusiastic about your learning - Produce work to your best ability - Complete homework and return it on time
4	A willing learner	<u>Meet all expectations</u>	Always <ul style="list-style-type: none"> - On time - Have the correct equipment - Enthusiastic about your learning - Produce work to your best ability - Complete homework and return it on time
3	A compliant learner	<u>Occasionally</u> display low level behaviours or lack of effort but <u>respond well</u> to being challenged	Usually <ul style="list-style-type: none"> - On time - Have the correct equipment - Enthusiastic about your learning - Produce work to your best ability - Complete homework and return it on time Always <ul style="list-style-type: none"> - Respond well to staff when challenged
2	A reluctant learner	<u>Often</u> display low level behaviours or lack of effort but usually <u>respond well</u> to being challenged	Sometimes <ul style="list-style-type: none"> - On time - Have the correct equipment - Enthusiastic about your learning - Produce work to your best ability - Complete homework and return it on time Usually <ul style="list-style-type: none"> - Respond well to staff when challenged
1	A negative influence	<u>Frequently</u> display low level behaviours, lack of effort or <u>occasionally disrupt the learning of others</u>	Rarely <ul style="list-style-type: none"> - On time - Have the correct equipment - Enthusiastic about your learning - Produce work to your best ability - Complete homework and return it on time Sometimes <ul style="list-style-type: none"> - Respond well to staff when challenged
0	A disruptive influence	Frequently <u>disrupt the learning of others</u> or <u>do not respond well</u> to staff when challenged	Often <ul style="list-style-type: none"> - Have a negative effect on the learning of others

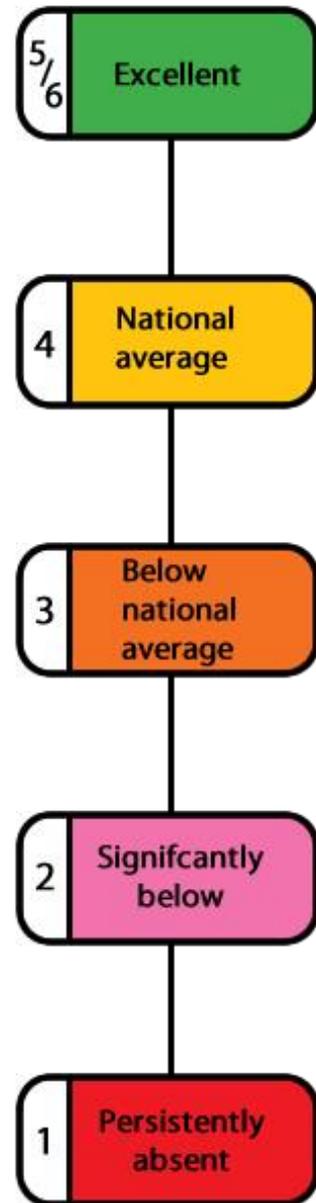
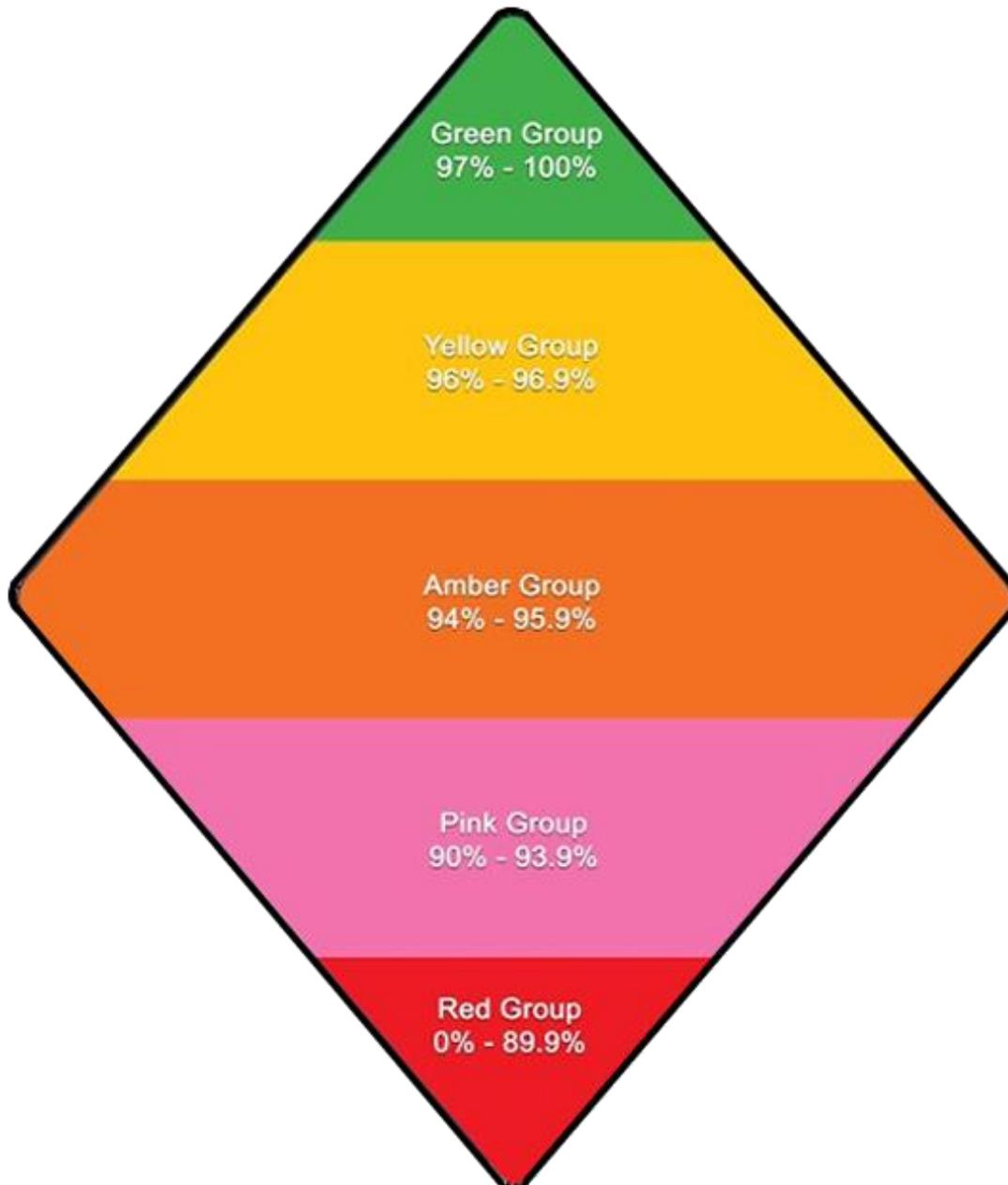
APPENDIX 2 Primary 5* learner strategy

<h1 style="text-align: center;">5* Learners</h1> <p style="text-align: right;">Are you ...?</p>			
<p>Ambitious, motivated and enthusiastic about learning? Do you present your work to the best standard you can?</p> <p>Respectful towards others, their learning and the environment?</p> <p>Caring, kind and helpful?</p> <p>Showing integrity by following the school rules?</p> <p>Confident to take risks, have a go and persevere with your learning?</p> <p>Creative and show independence in all activities?</p>			
Points	Type of Learner	Description	What does it feel like?
5	An active learner	Meets all expectations all of the time	I'm doing great. I make good progress.
4	A willing learner	Meets all of the expectations most of the time	I'm doing ok.
3	A compliant learner	Occasionally needs reminding about some expectations	I'm starting to have some problems
2	A reluctant learner	Often needs reminding about expectations	I'm starting to lose it.
1	A negative learner	Frequently needs reminding about expectations and can occasionally disrupts the learning of others	I get cross. I ignore instructions. I'm not handling things well
0	A disruptive learner	Frequently disrupts the learning of others	I lose my control.

Behaviour and the 5* Learner awards

No purple cards, red cards, yellow cards in a half term	5*
Only yellow cards	4*
One or more purple cards	3*
Red card	2*
More than 1 red card	1*
Exclusion	0*

5* Attendance



5* Learners on the Playground

We show respect	We don't call each other names but speak kindly to each other.
We are kind and helpful	We don't hurt anybody when playing. We play friendly games.
We care for the playground	We don't damage or spoil equipment, we look after it.
We are honest	We don't cover up the truth or tell lies
We keep on persevering	We don't give up when things don't go our way in a game.
We put in lots of effort	We don't ignore the playground safety rules
We are happy	We tell an adult if we feel sad or lonely. We play safe games and play in safe areas of the playground.
We co-operate with each other	We don't spoil others' games but talk to each other and try to work problems out.
We are responsible	We don't blame other people. If we need help, we ask a teacher.

APPENDIX 3 – Behaviour Policy – COVID-19 - Secondary

- All students entering the academy will be briefed in detail by staff. This will cover:
 - A. Social distancing expectations.
 - B. Designated classrooms/areas where learning will take place.
 - C. Designated areas both outside and inside the academy.
 - D. Routines for break time and lunch time.
 - E. Expectations for entering and exiting the academy.
 - F. Expectations for moving within the academy.
- All students must wear a face covering when in communal areas. This includes corridors, stairwells, office areas (if invited), the canteen, the hall and in toilets (unless they are medically exempt and have proof).
- All students must socially distance at all times and wash and sanitise hands regularly.
- All students must be punctual to ensure that they can be greeted on time by staff on their arrival to the academy.
- Any student that does not follow staff instruction first time will be sent home immediately. Social distancing must be maintained and staff instructions must be adhered to.
- Any student that becomes involved in verbal or physical conflict with another student(s) or staff will be sent home immediately.
- All students are expected to show maximum co-operation, compliance and politeness whilst in the academy.
- All students are expected to wear full and correct school uniform.
- Outdoor coats and jumpers must be fully removed on entering the academy to ensure that social distancing is maintained.
- Students must move around the academy in a calm and sensible manner and adhere to social distancing expectations at all times.
- The consequence system (C1, C2, C3) will be adapted to ensure that social distancing measures are adhered to.
- The capacity of internal isolation will be reviewed to ensure that social distancing measures are adhered to.
- Parental meetings, including re-integration meetings following fixed term exclusions will only take place in the academy if social distancing can be guaranteed.
- Any student following a modified timetable prior to the closure of schools will have this reviewed and arrangements communicated to parents/carers immediately.
- The academy's offsite alternative provision will be temporarily suspended and arrangements communicated to parents/carers immediately.

- Any student who does not follow staff instructions and fails to adhere to expectations will be dealt with accordingly and in light of the need to keep everyone safe there will be firm consequences in place for students who fail to get it right.
- During this international pandemic anyone who does not follow staff instructions could be at risk of exclusion. We will not tolerate actions or behaviours that endanger other members of our school community. In our home agreement students have agreed to:
 1. Follow school expectations and staff instructions at all times. This will help to maintain the health and wellbeing of everyone in our school and wider community.
 2. Not become involved in verbal or physical conflict with other students or staff and never to spit.
 3. Arrive to school and leave to go home at the designated time.
 4. Not to congregate in school at any point of the day.
 5. Use sanitisers to disinfect hands on entering and leaving school and each lesson within the day. Also wash hands with soap regularly during the day.
 6. Avoid physical contact at all times. No hugs, shaking hands, spitting.
- If these rules are breached then the academy will adopt a zero tolerance policy.

APPENDIX 4 - Consequences of inappropriate behaviour in the Primary Phase:

<p><u>Tell</u> Tell the pupil what is the expected behaviour and reflect on what they are doing which does not comply.</p>	<p>Examples:</p> <ul style="list-style-type: none"> • Simple, brief directions (finish with thank you or please) • Rule reminders (simple reminders or restatement about the class rules) • Simple choice (in bag or on my desk, thank you) • Casual or direct question (avoid 'why?', 'what are you doing/ what should you be doing?') • Redirect (instead of arguing) • Give Take Up time where appropriate
<p><u>Warn</u> The teacher has noticed a continuation in the unacceptable behaviour and/ or it is frequent or persistent therefore the teacher informs the pupil that if it continues action will be taken.</p>	<p>Examples: Sajed, Lisa....., I've asked you twice to settle down and work quietly. If you continue to talk loudly, and distract others, you'll need to work separately.'</p> <p>'If you push in the lunch queue, you will be directed to the back of the line.'</p>
<p><u>Sanction</u> Sanctions can be immediate or deferred. Depending on circumstances these can be used in any sequence.</p>	<p>Immediate consequences:</p> <ul style="list-style-type: none"> • Moving seat • Time out in class in a sit out area – a designated area at the back of the room for the pupil to continue their work or other straightforward work that they can get on with or cooling off area for pupils to think about their behaviour for 3 or 5 minutes • Yellow card • Red card • Purple card / Year book <p>Deferred consequences: Chat after class, catch - up work at breaktime/ lunchtime/ after school, apology – verbal or written, Year Log Entry, detention</p>

<p><u>Time out in class</u></p> <p>Used for low level disruptive behaviour after a warning. e.g.</p> <ul style="list-style-type: none"> • Play fighting • Calling out • Disturbing others whilst they are working • Arguing in class • Continually talking and distracting others 	<p>The child should sit out area in a designated area at the back of the room and continue their work.</p>
<p><u>Time Out - Yellow card</u></p> <p>Temporary exclusion from the classroom for persistently disruptive behaviour or acting towards others in an unsafe or disrespectful manner. This allows a cooling off period away from the situation and therefore chance to regain control and relative composure.</p> <ul style="list-style-type: none"> • Anger/ temper which has not settled after Time Out in class • Repeated acting towards others in an unsafe or disrespectful manner. • Continuing shoving, pushing, elbowing, play fighting • Persistent/ repeated low level disruptive behaviour which makes it difficult for others to work. • Repeated insolence, answering back • Repeatedly calling out 	<p>A Time out should only be used after other strategies have proved unsuccessful.</p> <ul style="list-style-type: none"> • The pupil is sent to another teacher in the phase for 5 - 10 minutes. The child then returns to class. • At the end of the lesson the child's class teacher talks to the child about the incident. • Recorded in CPOMS. • One yellow card results in a 10 minute loss of Golden Time.

<p><u>Purple card/Year book</u> Used to record learning behaviours that are serious but may not warrant immediate removal from the classroom.</p> <ul style="list-style-type: none"> • Name-calling, put-downs, threats and intimidation. • Racism or sexism including name calling and any type of harassment • Swearing as a personal attack on peers • Damage to property, including graffiti • Dishonesty • Repeated refusal to work/ take part • Deliberate breaking of the school rules eg Chewing bubbly gum • 2nd yellow card in a week 	<ul style="list-style-type: none"> • The pupil's name, date, time, location, a brief description of the incident, and outcome are recorded in CPOMs. • Pupil is sent to Inclusion Team for immediate discussion. • Contact with parents is made either via a telephone call, letter or directly to inform them of their child's behaviour and to explain what next steps could be. • A short detention will be given which will last for 10 minutes either at break time, lunch time or after school. No notice is required for these. • Pupils will miss 20 minutes of Golden Time and take part in a Behaviour Management Group instead. <p>2 purple cards in a half term could result in the pupil going on report.</p>
<p><u>Red Card</u></p> <p>Removal from class for a serious incident which has meant the teacher has been unable to teach. Its purpose is to protect pupils' and teachers' rights which have been threatened by the situation.</p> <ul style="list-style-type: none"> • Spitting will result in straight red card and SLT 	<ul style="list-style-type: none"> • Another child is sent to the Inclusion team with a red card. • The Inclusion team go to the classroom to talk to the teacher about what has happened. • The child will be withdrawn from the class and will work in Internal Exclusion until the end of the teaching period. Work is set and supervised by a member of staff. • If a child refuses to leave the classroom then it may be appropriate to take the rest of the class out of the classroom. • Parents will be informed <p>Pupils will miss all of their Golden Time</p> <ul style="list-style-type: none"> • Pupils will be given a 30 minute detention after school.
<p><u>Detention / catch up club</u></p> <p>This after school time will allow the pupil to catch up on work not completed due to time out and/ or for pupils to think about and reflect on the following:</p> <ul style="list-style-type: none"> • What has happened. • What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected. 	<p>Pupils will receive an after school detention for;</p> <p>3 yellow cards 2 purple cards 1 red card</p>

<ul style="list-style-type: none"> • What needs to happen to put things right or to make things better in the future. <p>24 hours' notice will always be given</p>	
<p><u>Report</u></p> <p>Behaviour reports are used to encourage good behaviour and discourage inappropriate behaviour.</p> <p>They are used for children who are struggling to maintain the core values on a regular basis and have had a number of red and yellow cards and entries in the year log.</p> <p>The report can be for in class, break time and lunchtime or both.</p>	<p>Targets should be set that are very clear and easy to observe, no more than three.</p> <p>A: for excellent behaviour, B: for acceptable behaviour C: for behaviour that requires reflection but that did not result in a card. Y – Yellow card issued P – Purple card issued R – Red card issued</p> <p><i>Where Y, P or R have been recorded, normal behaviour policy sanctions apply.</i></p> <p>At the end of each lesson or break the child receives a grade from the teacher or supervisor; Children on report should show their report to The Head Teacher or Deputy Head Teacher at the end of every day that they are on report. The report will be reviewed at the end of each week and a decision to take the child off report will follow discussion with the child and parent. When a child is on report, any participation in trips out of school will be negotiated with the parents and child on an individual basis. Any incident earning a C will be recorded in the Year Log in SIMS. If they get three C's on the report for either lessons or break times within a week then at this point a meeting will be called with parents. At this meeting further action and additional support will be discussed. A warning will be given that unless there is improvement in the child's behaviour then a fixed term or lunchtime exclusion may be necessary.</p>
<p><u>Internal Seclusion</u></p> <p>Seclusion can be used as an alternative to a fixed term exclusion for serious breaches of the Behaviour policy: persistent disruption to</p>	<p>The child is removed from class for a fixed period of time and works on their own away from other children. Work is set and supervised by a member of staff.</p>

<p>lessons, foul and abusive language to staff, unpleasantness to other pupils, refusal to follow school procedures (defiance), threatening behaviour, damage to property and violence.</p>	<p>The parent and child informed before a period of seclusion. The behaviour lead/SLT should be involved in all stages of this process.</p> <p>Secondary may be used as the setting for any internal exclusion.</p>
<p><u>Blue card</u></p>	<p>Pupils who may be struggling to manage in the classroom due to a worry or concern relating to school or at home do have the option of using a Blue Card system. This allows pupils to leave the classroom and go to talk to someone about their problem. This is not a punishment but a means of supporting pupils to overcome immediate/pertinent barriers to their learning.</p>
<p><u>Lunchtimes – minor incidents</u></p> <ul style="list-style-type: none"> • Litter • Teasing • play fighting • not playing by the rules, unsafe play • spitting • Pushing and shoving • swearing whilst playing, arguing • ignoring reasonable requests • eating food out on the yard at lunchtime • Playing football without a football licence. 	<p>Immediate consequences</p> <ul style="list-style-type: none"> • Discussion with Welfare Play Supervisors • Discussion with peer mediators <p>In each case -</p> <ul style="list-style-type: none"> • Remind children of school rule and core value • Discuss what children are going to do • Children choose and agree on solution • Children put solution into effect. • Apology • Reparation <p>Time Out bench for persistent/ repeated/ continuing behaviour.</p>
<p><u>Lunchtimes - Serious incidents</u></p> <ul style="list-style-type: none"> • Racism • Spitting • serious name calling and put downs • pulling up plants • damaging school equipment • bullying • swearing at staff • throwing stones • serious aggression making others unsafe • defiance • anything of a sexual nature • running out of the school grounds 	<p>Immediate consequences</p> <ul style="list-style-type: none"> • Pupils are accompanied to the withdrawal room • Cooling down time • Stay in until the end of lunchtime • Discuss incident with SLT – conflict resolution • Peaceful problem solving • Restitution – repair, fix, make things right, make up for it. • Apology – written or verbal • SLT make the decision whether the incident is recorded in the Orange (warning) or Purple Book. • Staying in for a set number of lunchtimes and/

	<p>or breaktimes</p> <ul style="list-style-type: none"> • Stay in at lunchtime on a semi-permanent basis (classed as internal exclusion) • Parents informed of their child's behaviour either by a telephone call, email, letter or direct contact with parents. • Missing 20 minutes of Golden Time <p>Parents could be offered the option of their child going home for dinners for a specific period of time.</p> <p>Pupils who have repeated year log entries may be offered some additional support at lunchtime via a Teaching Assistant who can encourage positive play and be on hand to manage any problems. This is not a punishment but is seen as preventative.</p>
<p>Fixed term exclusion at <u>lunchtime</u> would only be used for persistent poor behaviour or very serious incidents. This would include:</p> <ul style="list-style-type: none"> • a child being violent or extremely rude towards a member of staff • persistent violent episodes with other children • endangering themselves or others • refusing to stop fighting when an adult is present trying to deal with the situation • Where all other sanctions have failed. <p>The exclusion will always follow National Guidelines.</p>	<p>Senior leaders will telephone or direct contact with parents asking parents to come into school to discuss the problem.</p> <p>Meeting between parents, SLT and behaviour lead</p> <p>Any child returning to school after a fixed term exclusion will attend a meeting with the SLT, the behaviour lead and their parents to discuss the return to school. At this meeting a report may be initiated with targets for improvement set and future action/support discussed.</p>
<p><u>Trips and outside school events.</u></p> <p>Our ultimate aim is for all pupils to take part in regular offsite school activities as they are a valuable and rich part of a student's learning experience. However, there are occasions when the participation of a particular student may be considered an unacceptable risk to themselves and others.</p> <p>If this is a possibility, then the following questions would be considered: -</p> <ul style="list-style-type: none"> • Is there logged evidence of previous behaviour? • Have the parent and child been forewarned that there are doubts about the child's participation in the trip? • Will there be/ has there been an opportunity for the student to prove and earn their right to participate? • Have there been regular updates to parents? 	

- Have the Learning Support team been involved?
- Is there the possibility of parental accompaniment?
- Has there been a discussion with the SLT?
- Has a risk assessment been completed? Have all reasonable precautions been considered?
- Following the risk assessment does the trip leader still feel that their control and supervision may be compromised and that the student's behaviour may constitute an unacceptable risk?