

	Section Applies	Other Information
Introduction		
Purpose:	√	
Aim(s):	√	
Wider Trust aims/ethos:	√	
Consultation:	√	
Sources and references:	√	DfE guidance and legislation
Principles/values:	√	
Procedures		
Definition:	√	
Equality Impact:	√	
Health and safety:	√	
Teaching:	√	
Organisation:	√	For Trust wide use.
Homework/parent partnership:	√	
Resources:	No	
Monitoring and evaluation:	√	
Policy Key Information	Date	Other Information
Owned By		Sam Bullen
Original date	Feb 2017	
Approved By		Date approved by operations committee
Review Schedule	Mar 25	Or sooner, if necessary.
Amended dates	Mar 23	
Minimum Review date	2 year	



HCAT Behaviour Policy

Date issued: January 2023

Review Date: January 2025

Other related academy policies that support this Behaviour policy include the Child Protection policy, Anti-Bullying Policy, Physical Intervention Policy and E safety Policy, Staff Code of Conduct and Restorative Practice Policy.

Purpose

HCAT Ethos

HCAT's strapline is 'Children First'. This is central to the organisation's vision, ethos and culture and informs every decision we make. We are fully committed to ensuring pupils within the trust receive the highest quality education and acquire the necessary skills and characteristics to enable them to be happy and successful in life.

HCAT schools we do not discriminate against any child, young person or adult on the grounds of race, disability, age, gender reassignment, pregnancy, maternity, marriage or civil partnership, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a restorative philosophy. Restorative practices aim to build our community and to repair and strengthen relationships within our community.

HCAT schools embrace Restorative Practice (RP) as a means of empowering all members of the school community to be successful within the classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

We will strive to encourage all of our pupils within our schools to aspire to the highest levels of academic, social and physical achievements so that they will develop independence, confidence in themselves as individuals, fulfil their true potential, and, in doing so, make a positive contribution to the lives of others

In HCAT schools we believe that:

- Everyone has the right to be heard/listened to
- Everyone has the right to feel safe
- Everyone has the right to learn
- Everyone (adult and pupil) should strive to be the best they can

We believe that strong relationships between all staff and pupil underpin good behaviour. Pupils and adults are expected to model good behaviour and take an active role in reviewing behaviour in their own community. The use of affective statements should be visible and modelled by all members of staff and pupils.

The pupils and adults are responsible for their own actions and the choices that they make and held accountable for them through the use of restorative circles and conferences. Restorative circles are encouraged as the first point of call and can be instigated by children and adults (see APPENDIX E for possible restorative statements and questions).

Aim

As a well mannered, considerate restorative community which is dedicated to learning and playing together positively we will:

- Encourage all pupils to be proud of themselves and our schools
- Encouraged good manners and self-discipline in a secure environment
- Promote respect and tolerance at all levels

- Build self-esteem in all pupils through our restorative community
- Provide opportunities for all pupils to experience success
- Encourage interest and motivation through the opportunities provided in different aspects of school life
- Encourage a sense of responsibility through our Restorative Practice
- Attend to the needs of the whole child and young person. This will look and feel different for every individual
- Provide equal opportunities for all and strive to be a fully inclusive organisation

The Proactive Approach to Behaviour Management

Within the HCAT ethos the expectation is that all schools promote a proactive approach to behaviour management by developing responsible attitudes through the principles of Restorative Practices, which are promoted by the school community. Each school ensures that a clear culture supports this by developing their community. This can be done in a number of ways including:

- Regular community building circles
- Feelings ladders
- Use of affective statements
- Pupils being given opportunities to support their peers throughout the day
- Pupils being elected by their peers to represent their views on a range of matters and develop their understanding of democracy
- Older pupils being given opportunities to support younger pupils for example on the playground
- Pupils taking on positions of responsibility within the day to day running of the school
- Pupils being given opportunities to be ambassadors, representing their school
- Fair process and the 5 Key Questions (APPENDIX D)

Leadership and Management

The Responsibility of the Headteacher

All headteachers should take responsibility for implementing measures to ensure the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment. The headteacher must ensure that there are clearly defined roles and consider how responsibilities are delegated across the school's community. The headteacher has a duty to make sure that the schools behaviour and culture manual is applied consistently across the school. Within this they must ensure that:

- school leaders are visibly and consistently supporting all staff in managing pupil behaviour through following the school's individual behaviour and culture manual
- measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required
- pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in

which pupils are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively

The responsibility of all staff

All staff should ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the school. They should ensure there is a consistent and fair implementation of the measures outlined in the behaviour policy and school's behaviour and culture manual.

Behaviour and Culture Manual

Each schools' individual behaviour and culture manual (See APPENDIX A) are worded positively to emphasise good behaviour and reflect the individual contexts of each school whilst maintaining the HCAT ethos. Each manual should explicitly outline the school's individual systems and norms to ensure it is clear for all members of the school community and creates consistency across the school. They are to be reviewed frequently involving pupils and the wider school community

Some pupils may require additional support to meet a school's behaviour expectations. This support should be given consistently and predictably, applied fairly and only where necessary.

Communication with parents and carers

We believe that open, honest and accurate communication with parents and carers is essential. This is particularly important when supporting a pupil with behaviour difficulties.

Regular communications may include;

- Teachers speaking directly with parents either through organised meetings or informally on the playground/ at school events
- Regular parent consultation meetings that are a three-way process involving the pupil (where appropriate) the teacher and parents/ carers
- An open door policy where parents are encouraged to consult with the school over matters of concern
- Dedicated parent events such as workshops, 'stay and..' events, coffee mornings, class assemblies, family sessions
- Regular general written communication via letters, the school website and social media (e.g. Twitter)
- Individual written communication e.g. annual reports

Unacceptable Behaviour

Within HCAT schools, there is no place for violence, bullying (including cyber bullying), harassment, vandalism, rudeness, or bad language. This will not be tolerated. Staff should be vigilant to signs of bullying or harassment. All such behaviour will be dealt with firmly, in line with the Trust's Anti-bullying, Child Protection or Online Safety policy.

Pupils are advised to inform staff whenever bullying or harassment is evident. Pupils takes a leading role regarding information about bullying and prevention.

HCAT schools promote the concept of 'Fair Process' that provide a means for adults and pupils to measure unacceptable behaviour. The deed will be separated from the doer and pupils are encouraged to put right any harm done to another person. Members of the community are encouraged to respond to others, who they do not think are behaving appropriately, by either holding them to account or informing an adult/other person with responsibility. The community are encouraged to explore how their actions impact on and affect others. This can be done through the use of the 5 key questions (found at APPENDIX D)

HCAT schools offer a range of rewards and sanctions which are detailed in the schools individual behaviour and culture manual detailed in APPENDIX A There should be flexibility shown in the use of rewards and sanctions to take account of individual circumstances. Any paid member of staff has the power and responsibility to discipline a pupil, unless stated otherwise by the head teacher, as outlined by the DfE: Behaviour in Schools guidance, 2022.

Pupil Support

Persistently behaving in a challenging way is sometimes how children and young people communicate that something is wrong, or there is an underlying problem. Sometimes behaviours, and/or attendance can deteriorate through events such a bereavement, abuse, divorce/separation of parents, or due to a specific diagnosed or undiagnosed condition.

HCAT have a very clear graduated response to ensuring children who display challenging behaviour are supported at the earliest stage. Schools should ensure that as part of this approach intervention at school level is put in place at the earliest opportunity to help pupils manage their behaviour. Initial intervention at school level will address any factors leading to challenging behaviour and include an assessment (first stage of the graduated approach) of whether appropriate provision is in place to support and SEND that a pupil may have. This assessment will be supported by senior leaders within the school and include an analysis of quality first teaching. We aim to work in partnership with parents and so involve parents early in the process. This graduated approach is detailed in APPENDIX B

It is important that when staff are dealing with behaviour it is de-personalised – separate 'the deed from the doer'. If a pupil's behaviour is giving serious cause for concern, staff should refer to the trust High Needs Panel. However, if staff believe the behaviours relates to possible safeguarding issues, they must seek advice from the Designated Safeguarding Lead.

General Note

1. At every stage the child should be involved in or informed of the action taken.
2. Urgent or serious incidents should be referred straight to senior leaders within the school.
3. Refer also to the Anti-bullying/E safety/Child Protection and RP policies
4. Entries in logs should be factual and action/follow up should be recorded
Behaviour logs should be used to keep updated records and submitted to CPOMS.

Behaviour Support Provisions

Wansbeck Primary School is identified as Behaviour Support School and is home to an inclusion provision for the trust primary schools– The Wizards.

The HCAT high needs panel may decide a pupil requires additional behaviour support provision within their own school or another school's setting. This is carried out in consultation with parents. During this time bespoke work will be carried out with the pupil and their family to look for strategies and ways of ensuring the pupil can be successful back in their mainstream setting.

In addition, The Marvell College have an internal behaviour support provision named The Arc. The school identifies through their graduated approach which children would benefit from this provision.

More information on behaviour support provisions can be found in the HCAT Suspension and Exclusions Policy.

Suspensions and Exclusions

At HCAT, we see exclusions as the very last resort and actively work with all stakeholders to ensure that everything possible is put into place to avoid suspending or excluding a child from our school. All children who are at risk of exclusion should be presented to the high needs panel. For further guidance around suspension and exclusion refer to the suspensions and exclusion guidance.

Child on child abuse

At HCAT schools, we believe that all pupils have the right to attend school and learn in a safe environment. Pupils should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between peers including:

- all forms of bullying,
- being coerced into sending sexual images (sexting),
- physical or sexual assaults,
- child sexual exploitation
- sexual harassment

These behaviours should never be tolerated or passed off as 'banter' or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice should be sought from either the Police and/or Local Authority Children's Social Care.
- Incidents relating to all forms of bullying will be reported, recorded and dealt with, in accordance with either HCAT's Anti-Bully or E-Safety policy.
- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If appropriate, sanctions as outlined in APPENDIX B, will be applied.

Malicious allegations of sexual violence or sexual harassment

If a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Behaviour Beyond the School Gates

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. (see Behaviour and Discipline in Schools DfE guidance 2022)

The school will respond to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the sanctions that may be imposed on pupils.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Absconding from the School Site

If a child leaves the school premises at the wrong time, the school office and senior leaders should be informed immediately. The process following this can be found in the absconding protocols at APPENDIX C

Use of reasonable force

All schools are committed to creating a calm and safe environment that minimises the risk of incidents arising, which might require the use of reasonable force.

The use of reasonable force is always a last resort, as we strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Staff will always take steps to avoid the need to physically intervene by de-escalating the situation through discussion and diversion.

The use of reasonable force may be required when the risks involved in doing so are outweighed by the risks involved by not using force.

Members of staff have the power to use reasonable force to prevent pupils:

- committing an offence
- injuring themselves or others
- damaging property
- maintain good order and discipline at the school or among pupils.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

De-escalation Plans

If a school believes that a child may need the use of restraint (either due to a past use of restraint or due to an underlying SEND need) a de-escalation plan must be in place for the child. This ensures that a clear plan is in place to support the child and reduce the triggers that may lead to violent behaviour

Guidance can be found in Section 93 of the Education and Inspection Act 2006 issued by the DfE.

Screening, Searching and Confiscation

The Education Act 2011, allows staff to lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

Disciplinary action against pupils who are found to have made a malicious allegation against a member of staff

If an allegation is determined to be malicious, the Designated Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher will consider the appropriate disciplinary action against the pupil who made it.

Staff Behaviour

We expect staff to model our school values and display exemplary behaviour to our pupils at all times. We recognise that building positive relationships is the most powerful way of promoting outstanding behaviour, and we expect all staff to make this a priority. We think carefully about how we use language to encourage positive behaviour and promote self-regulation. Further detail about expectations for staff behaviour is contained within our Staff Code of Conduct which all staff sign upon appointment.

Monitoring and evaluating behaviour over time

Incidents forms should be completed for:

- All racial and discriminatory incidents
- Acts of bullying and harassment
- Serious incidents
- Repeated low level incidents over a short period of time

- Any other incident which in the teacher's judgement needs logging

HCAT schools have the responsibility for checking logged incidents on a regular basis and identifying any patterns.

Staff Induction, development and support

School senior leaders have the responsibility to ensure all staff are inducted using the HCAT behaviour policy and their own school's behaviour and culture manual. Schools must identify on-going training needs of staff in respect of necessary skills in dealing with pupils and to make arrangements for such advice/training/support to be available.

All staff should be supported in their wellbeing when managing behaviour and the trusts wellbeing team can give additional support for all staff in this area. It is essential that if staff have been subjected to a physical and verbal assault that there is a full debrief by a senior member of staff and that member of staff is offered any support they need. This debrief is part of the positive handling guidance.

Conclusion

This pupil behaviour and discipline policy aims to encourage and support good behaviour and to develop self-discipline amongst our pupils. These guidelines and those outlined in our Restorative Practice Policy ensure that all staff are consistent in their expectations. The staff, Stakeholders and Trustees will work in partnership with parents and other agencies, if appropriate to ensure high standards of conduct, discipline and achievement.

This policy will be monitored on an annual basis.

Related internal and national guidance

This policy should be read in conjunction with the following internal and national guidance:

National guidance

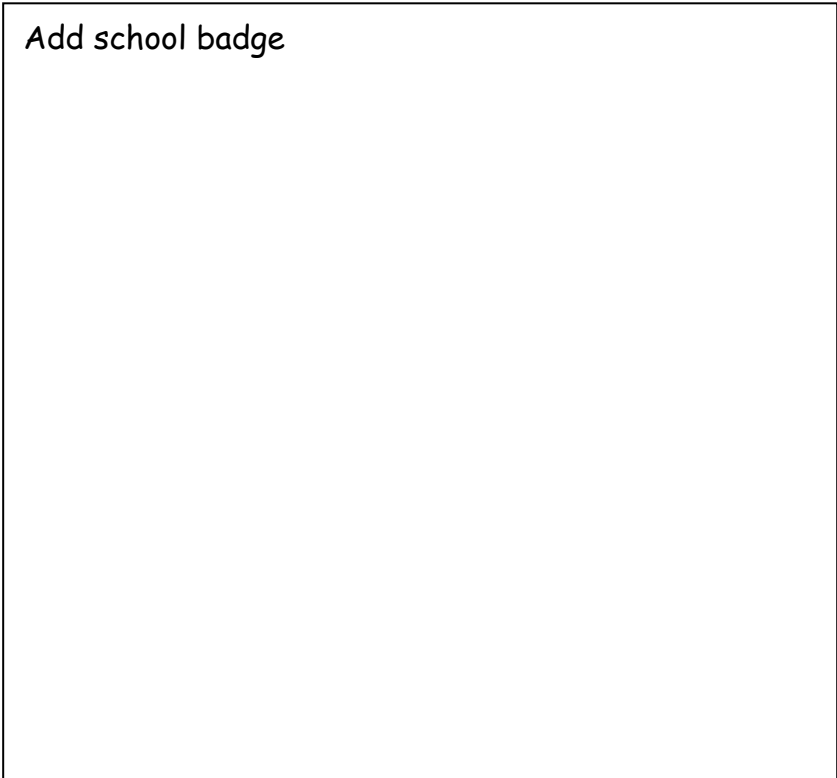
- DfE: Behaviour in Schools. Advice for headteachers and school staff – September 2022
- DfE: Suspensions and exclusions Guidance September 2022
- DfE: Keeping Children Safe in Education. Statutory Guidance for schools and colleges – September 2022
- DfE: Preventing and tackling bullying. Advice for headteachers, staff and governing bodies – July 2017
- DfE: Screening, Searching & Confiscation. Advice for headteachers, staff and governing bodies – January 2018
- DfE: Use of reasonable force. Advice for headteachers, staff and governing bodies – July 2013
- DfE: Mental Health & Behaviour – November 2018

APPENDIX A

Behaviour and Culture Manual

XXXXXX Primary School

Add school badge



To include the following sections as a minimum expectation

School Values and Purpose

Leadership and Management

Schools Systems and Social Norms

Can include:

- *Building Community*
- *Rewards*
- *Sanctions*
- *School Scripts*
- *Affective Statements*
- *Individual School System for Dealing with low level behaviours*
- *School Routines*
- *Repeated Low-Level Behaviours*
- *High Level Behaviours*
- *De-escalation*

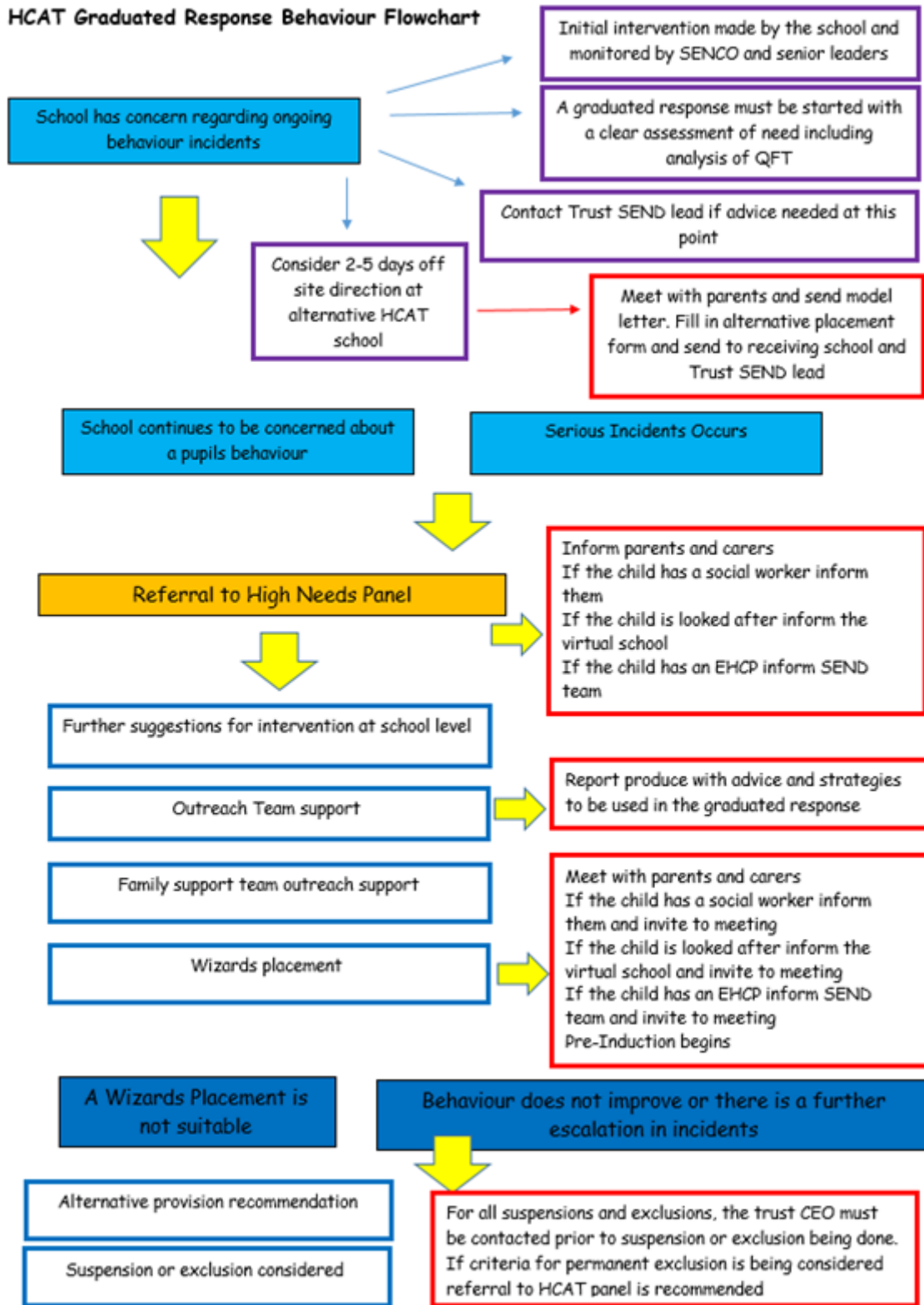
Pupil Support - Behaviour and SEND

Staff Induction and Development

Pupil Transition

APPENDIX B

HCAT Graduated Response Behaviour Flowchart



APPENDIX C: Absconding Protocols

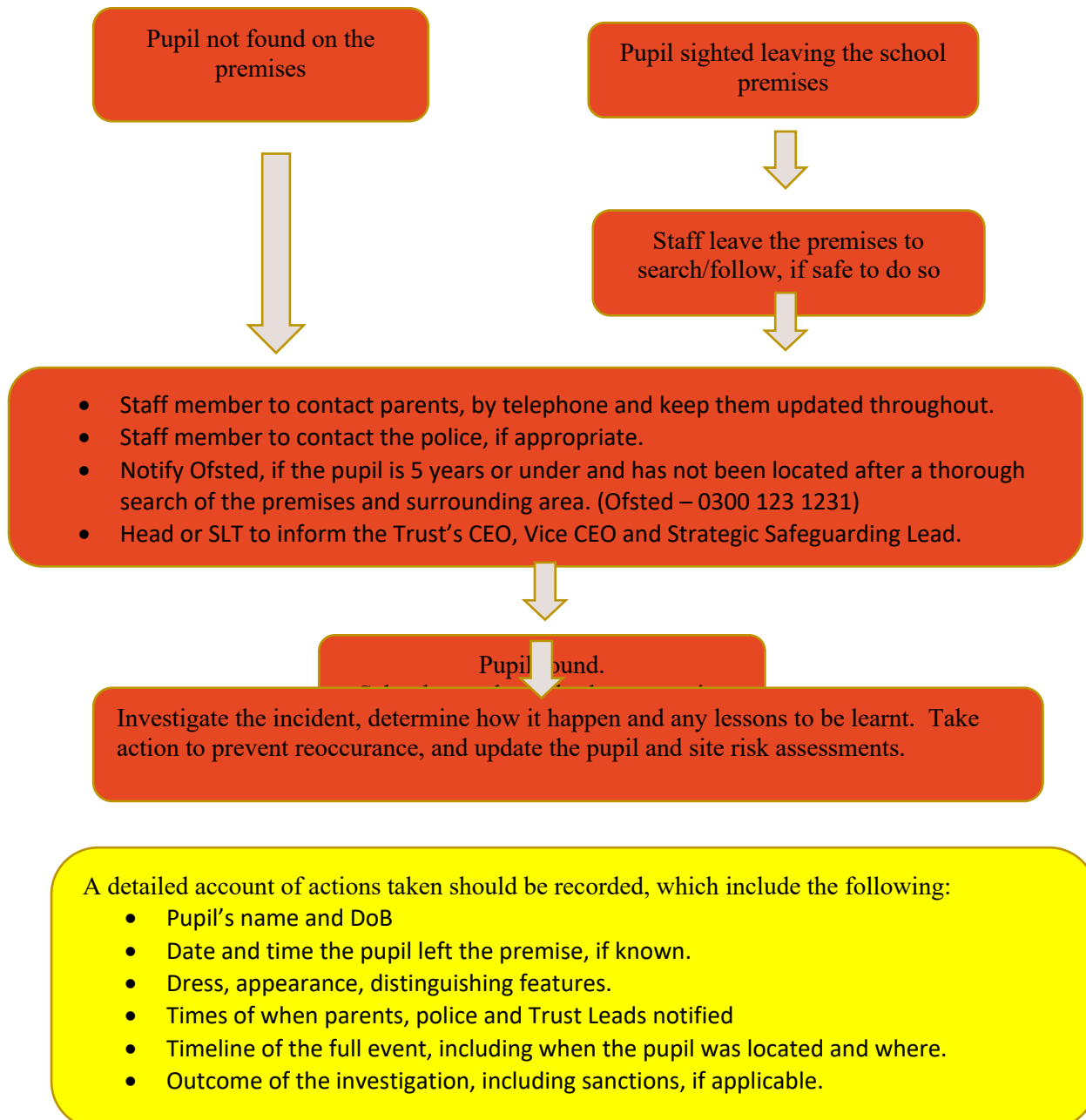
HCAT Protocols, if a child is missing or absconds.

Please note: these are guidelines only. Heads' and Senior Leader must utilise their professional judgements at all times.

Staff check location of pupil, if pupil is still on the premises by:

Checking the last known location, known hiding points / calm down areas / areas pupil may regularly go to if absconding.

Man, any points of easy exit from school grounds / building, whilst others sweep building / grounds systematically.



APPENDIX D : Affective Statements

Listed below are some examples of the affective statements which all staff can use with pupils

Statements

- I was very disappointed when you did that to John.
- I am upset and angry by what has just happened.
- I feel that all the work I have done has been wasted through your actions.
- I feel that (describe the action) was very disrespectful.
- I feel disrespected and angry when you ignore me.
- I am sorry that I misunderstood the situation.....
- I feel really proud of you when I heard.....
- I feel really pleased and encouraged that you made the right choice.
- I respected your honesty and thank you.
- I want to thank you for your cooperation.

Restorative Questions

To be used by adults and children to support situations where harm as been done.

Questions

- What happened? – followed by:
- What were you thinking about when you did that?
- How did your actions affect.....?
- How do you think.....felt about what you did?
- How do you feel about what you did?
- How do you feel about what you did and the affect it had it had on me?**