

Leigh Academy Hartley

Behaviour Policy

Document Title	Behaviour Policy
Version number	2.0
Policy Status	Active
Date of Issue	September 2024
Date to be revised	July 2025

Revision Log (last 5 changes)

Date	Version No	Brief detail of change
Sept 2019	1.3	Revised traffic light system - moved to amber if behaviour persists after first two warnings
May 2020	1.4	Addendum 1.0 added linked with behaviours while schools are under "phased return". Lockdown due to COVID-19
May 2021	1.5	Revised Covid 19 addendum and alterations to recording behaviour.
June 2022	1.6	Fully revised after consultation with parents about certain elements
June 2023	1.7	Revised to include change to continuous moving onto amber
September 2023	1.8	Revised to add 'shooting star' level as part of the traffic light system. Also the visual 'Amber' and 'Red' levels have been removed from classrooms to avoid public humiliation for children although the sanctions still stand. Updates to staffing following a change in leadership.

March 2024	1.9	<p>Visual amber and red to be reinstated for use in classrooms.</p> <p>Breakfast Club and lunchtime staff will follow a separate approach which includes 'time outs' during breakfast club/lunchtime.</p> <p>Paragraph added about adjustments for children with challenging behaviour</p> <p>Paragraph added detailing fixed term/permanent exclusions.</p>
September 2024	2.0	<p>Fully revised to include a new behaviour system, which includes class dojo.</p>
October 2024	2.1	<p>Updates added around disruption language use, link to DfE guidance added.</p>

Rationale:

Leigh Academy Hartley is an inclusive school that meets the needs of a range of children and families.

At Hartley, we aim to promote an environment in which every member of our community feels valued and respected. We believe that an environment underpinned by mutual respect and high expectations is essential for academic success and personal development. As an IB PYP school, our behaviour policy is designed to uphold the values of the IB and every interaction is an opportunity to demonstrate the IB Learner Profile and all children have the right to learn in a happy, safe environment where they are treated fairly and equally. Our Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. We are a caring community, whose values are built on mutual trust and respect for all. We want children to develop as confident individuals with a positive self-image and an understanding of their role and responsibilities within the school and wider community. We follow the 'Rights and Responsibility' ethos to ensure we empower our children to become active citizens and learners, specifically every child's: We set clear and consistent high expectations, while also recognising the individuality of pupils.

The Inclusion Team

Leigh Academy Hartley has an Inclusion Team who are directly responsible for supporting behaviour; these are:

Victoria Hayes - Inclusion Line Manager

Stephanie Bransgrove - Inclusion Lead/SENCO

Lisa Barton - Parent Support Advisor with a focus on attendance

Aims

- Helping young people to understand how their behaviour affects others and the world around them
- Creating a partnership of support and effective communication between home, school and the wider community
- Providing young people with an informed view of life and develop a strong sense of right and wrong enabling them to become thoughtful, caring members of society;
- Valuing each and every child regardless of ability, race, gender or religion; maintain, develop and consistently apply high standards within the school and enable teachers to develop and use their own professional expertise.

- Not tolerating bullying of any kind including online-bullying or bullying linked to racism, LGBTQ+ or discrimination of any kind.

Effective teaching and learning is dependent upon positive relationships between staff and pupils, as well as peer on peer relationships. It is essential that staff are consistent when enforcing the school rules with high expectations and challenge any unacceptable behaviour.

Specifically, we want to ensure that:

- Staff are confident in managing difficult issues both in the class and at play time.
- Staff understand the use of rewards and sanctions and that they are used consistently throughout the school.
- Pupils know the school rules and the reasons for them, and can make the right choices.
- Pupils understand how to behave through example and challenge.
- Pupils experience school life full of positive relationships and free from bullying.

The HPA Way

At Hartley, our school rules, known by the whole school community as our 'Rights and Responsibilities', are in place to help us all achieve our vision of children who are 'Happy, Positive, Achievers'. The school rules clearly define the high standard of behaviour and character that we expect of everyone in our school. They are referred to frequently and should encourage the children to be positive in all they do and should help to create a happy environment for pupils to work in.

We promote positive behaviour through our values and discuss these with our learners:

- **We have the right to be safe**

- We have the responsibility not to hurt others.
- We will not hurt other people's bodies or feelings, or play fighting games at play time.

- **We have the right to be respected**

- We have the responsibility to not offend or be rude to others.
- We will not be rude, use bad language or be disrespectful to children and adults.

- **We have the right to learn**

- We have the responsibility to behave sensibly and keep a good learning environment.
- We will not disrupt learning time with behaviour that is not welcome by others.

- **We have the right to be heard**

- We have the responsibility to listen.
- We will not talk over other people or argue with staff, we will listen and be polite at all times.

- **We have the right to be happy**

- We have the responsibility to be kind and to help others be happy.
- We will always be kind and considerate of others.

Be Ready

- Prepared
- Over and above effort
- High standards

Be Respectful

- Listen to the teacher
- Speak respectfully to each other

Be Safe

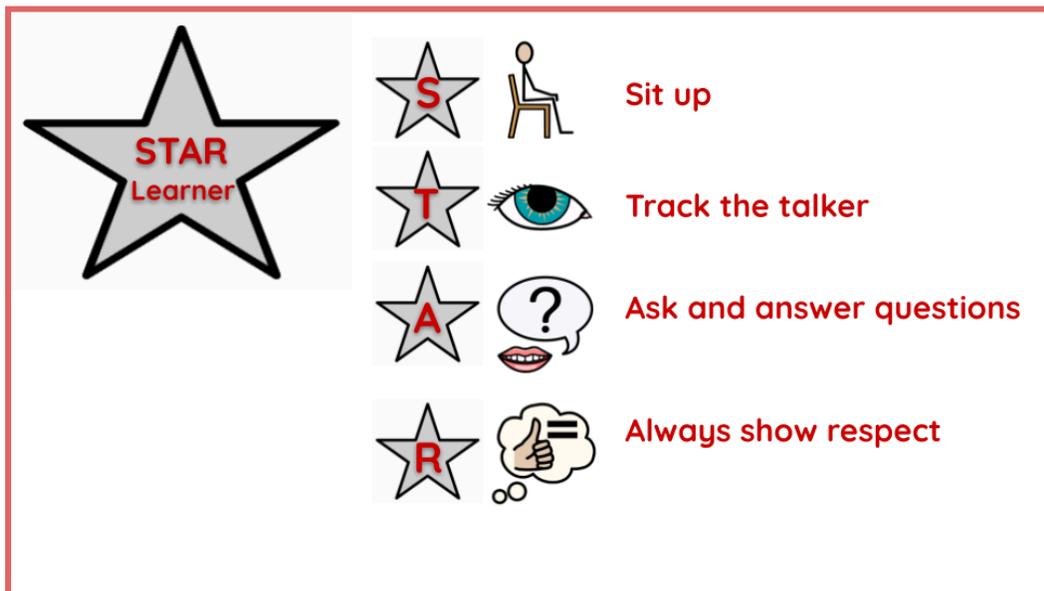
- Safe hands, safe feet and kind words
- Collective responsibility

Traffic Light System

At Leigh Academy Hartley, we implement the 'Green to Go' approach to establish daily rules and routines. It is our belief that every pupil deserves access to high quality learning within a secure and nurturing setting. When a child's actions hinder others from enjoying these benefits, appropriate and measured consequences will be applied (see Traffic Lights - Appendix 1 for examples). We understand the strong connection between maintaining high expectations and promoting positive behaviour. Orange and Red consequences will be tracked.

STAR

In class, pupils are expected to show positive learning attitudes and to allow their peers to learn without disruption. To promote active listening and participation, we use the STAR approach to highlight the behaviours pupils should exhibit while learning. Each classroom displays this acronym to set clear behavioural expectations, ensuring they are easily understood and followed.



Positive Reward System

We consistently encourage positive and cooperative behaviours through our praise and reward systems. These systems are designed to celebrate instances when pupils embody aspects of the IB Learner Profile, as recognized by both staff and students.

These aspects include:

- Communicating effectively, allowing them to express themselves confidently and creatively.
- Applying critical thinking skills to make well-reasoned and ethical decisions.
- Demonstrating curiosity and a desire to inquire, facilitating the acquisition of new knowledge.
- Being Principled with integrity and honesty in every situation.
- Being open-minded, valuing their own cultures and histories as well as those of their peers.
- Exhibiting empathy, compassion, and respect towards others.
- Taking risks in their learning by embracing uncertainty with confidence and determination.
- Caring for their own well-being as well as that of others.
- Reflecting on their own ideas and experiences consistently.
- Be balanced in taking care of your physical and mental wellbeing and be mindful of others' wellbeing.

Class Dojo

Class Dojo is an online positive reward system in which children can earn Dojo points for showing positive behaviour through the IB learner profiles and the STAR. When a child earns these points they are added instantly to the child's 'monster' and get added up across the week. The children are able to see what they earned their points for and parents are able to login to ClassDojo online or via the app too. These Dojo points are also the children's house points, which will get counted up weekly. The house points get announced in the assembly at the end of the week.

Awards

- Always Award - each week, the class teacher will choose a winner to be announced in our celebration assembly. These certificates aim to celebrate children always doing things. For example, always being kind, always being caring, always being considerate etc.
- Learner Profile Attribute Award - each week, the class teacher will choose a winner to be announced in our celebration assembly. These certificates aim to celebrate children who have been noticed achieving one of the attributes in class.
- Trophy winner - At the end of each term, the class teacher will choose one winner of the trophy. This will be announced in a whole school celebration assembly with a short speech about why they have won the trophy. The children's photographs will be put on display on the 'achievers' display.
- ClassDojo Award - each week the child with the most Dojo points will receive a certificate, which is presented in class. These certificates aim to celebrate children who are working hard and have a good attitude towards their learning.

Pupils with Challenging Behaviour

At Leigh Academy Hartley, we recognise that some pupils may need additional support to manage their behaviour effectively due to differing needs, which may be as a result of a diagnosis or situations arising from changing circumstances at home. In these cases, we are aware of each child's individual needs and deal with their behaviour on a case-by-case basis. This may include adjustments made in the classroom to support them to prevent negative behaviour from occurring to begin with; giving extra warnings before further sanctions are given; time out with an adult to calm down before a restorative conversation is held or other strategies given to us by outside agencies. We recognise that small but well-timed praise is the most effective strategy to encourage good behaviour for learning in our pupils. For some pupils, a good balance between praise and discipline is necessary.

If a child displays a red behaviour, a member of the senior leadership team will be notified immediately. Where a pupil is moved to orange or red on 'Green to Go' they will be tracked by the Inclusion Team.

Five incidents of orange behaviour in a term will result in a formal letter home, followed by a formal meeting with parents for further incidents. All red behaviours will result in a formal conversation with the parents.

Challenging or disruptive behaviour is tackled through a graduated approach and may include any of the following at the discretion of the school and leadership:

- Move of seat in class.
- Time out – Pupils timed out to a partner class, with work to complete.
- Playtime exclusion with their class teacher.
- Playtime exclusion with the Assistant principal.
- Working outside of the classroom for half a day – internal exclusion (removal); with the work that peers are completing in class.
- Working outside of the classroom for a full day(s) – internal exclusion (removal); with the work that peers are completing in class.
- Loss of attendance at extracurricular and out of class activities including, but not limited to: trips, visits, workshops and the year 4 or 6 residential.
- Suspensions (previously known as fixed term exclusions) – with work sent home so as to not be detrimental to attainment.
- Direction off-site (previously known as a managed move) - a voluntary agreement between schools, parents/carers and a pupil for that pupil to change school or educational programme under controlled circumstances. These are often used as an alternative to permanent exclusion; the result is that no exclusion is formally logged on the pupil's school record.
- Permanent Exclusion - in extreme cases, the Principal may consider a permanent exclusion from the Academy. This will be agreed by the appropriate members of the Trust Executive Team.

Disruption is defined as, 'Any action that interrupts teaching, learning and day-to-day operations at an individual, whole class or academy level.'

A serious breach, or repeated breaches, of the expected behaviour, or where another pupil's or adult's safety is endangered, will result in the immediate application of the stronger measures which is likely to result in suspension or a permanent exclusion. Whenever possible, we strive to avoid the use of suspension and permanent exclusion as a sanction for inappropriate behaviour. We have therefore devised a hierarchy of sanctions where a fixed term suspension or exclusion is only used after the implementation of alternative strategies unless the breach is so serious that stronger measures are needed immediately. In most cases, pupils respond positively in advance of the fixed term suspension stage. The Academy involves parents as partners in finding ways of helping their child to be a full and useful member of the 'community'. Knowing that our academy and parents are working together is a powerful tool in helping a pupil to become responsible for his/her own behaviour.

Lunchtimes & Playground Behaviour

Our high expectations of behaviour remain the same at lunch times. Incidents on the playground are managed by the Teaching Assistants on duty by conferencing with pupils involved to resolve a conflict or misunderstanding. If a situation can't be resolved in this manner because the pupil is not engaging respectfully in this process or the behaviour has been deemed dangerous, a member of SLT is informed

immediately. In this instance, the pupil is brought into the school building with a member of SLT to resolve the situation. All incidents are recorded on the pupils' Bromcom Behaviour log and parents are notified as appropriate.

Extended Schools

Our behaviour policy applies to all areas of academy life including our extended schools provision. If there are three incidents of what we deem to be orange behaviour during breakfast club or after school clubs, this may result in your child being unable to access these elements of the school day either for a period of time or permanently. If there are any incidents of what we deem to be red behaviour during breakfast club, or after school clubs, this may result in your child being unable to access these elements of the school day either for a period of time or permanently.

The Use of Reasonable Force

The Academy acknowledges that there may be situations where a staff member needs to engage in physical contact with a student. The Academy adheres to the DfE's definition of reasonable force as using 'no more than is necessary in the circumstances'. According to DfE guidelines, reasonable force is typically employed to restrain or control a student. All Academy staff members are authorised to use reasonable force, including those temporarily in charge of students, such as unpaid volunteers or parents appointed by the Principal.

Reasonable force may be used by the Academy to:

- Prevent pupils from committing an offence;
- Stop them from injuring themselves or others;
- Prevent damage to property.

Anti-Bullying

Bullying is defined by the Anti Bullying Alliance as "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online." At Leigh Academy Hartley we do not tolerate bullying in any forms, whether in person or online. For further information please see the Anti Bullying Policy.

Roles and responsibilities:

The Principal

It is the responsibility of the Principal, following most recent [DfE guidelines](#), to:

- Implement the Academy behaviour policy consistently throughout the Academy, and to report to governors, when requested, on the effectiveness of the policy;
- Ensure the health, safety and welfare of all children in the Academy;
- Support the staff by implementing the policy, by setting the standards of behaviour;
- Give exclusions to individual children for serious acts of misbehaviour;
- Praise/encourage positive behaviour wherever possible.

Staff

Staff at Hartley Primary Academy will:

- Provide a well-balanced and creative curriculum to meet the needs of all children;
- Be a positive role model;

- Inform parents/carers about the welfare and behaviour of their children;
- Follow the behaviour policy consistently.

Parents

At Hartley, we know that working collaboratively with parents will mean the children achieve the best possible outcomes - this includes the children's behaviour. If we work together successfully, children will receive consistent messages about how to behave at home and at school. We explain the Academy rules in the Academy Prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to cooperate with the Academy, as set out in the Home-Academy Agreement. We try to build a supportive dialogue between the home and the Academy, and we inform parents immediately if we have serious concerns about their child's welfare or behaviour.

If the Academy has to use consequences as a result of a child's poor behaviour, parents should support the actions of the Academy. However, if parents have a 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 Principal. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.



Gold Star

I get a
Dojo Point!

If I do this:

- Display the IB Learner Profile Attributes.
- Follow STAR in class.
- Keep my hands and feet to myself.
- Do as I am asked straight away.
- Move safely around school.
- Always try my best.

The rewards include:

- ClassDojo Points.
- Learner Profile Certificate at the end of the week.
- I could move to the Gold Star.
- Always Award
- Achievement Trophy

If I do this:

- Calling out or making noises.
- Snatching equipment and not sharing.
- Poking or touching others.
- Arguing with peers or making unkind comments.
- Distracting others.

The consequence are:

- I will be reminded of my rights and responsibilities.
- Seating or grouping change.
- Thinking time / time out within class.
- 5 minutes loss of play supervised by an adult.

If I do this:

- Continuation of disruptive behaviour or behaviour seriously disrupts learning.
- Refusal to follow instructions.
- Back chatting or inappropriate responses.
- Throwing, misusing or breaking equipment.

The consequences are:

- Time out in another class for 5/10 minutes.
- 10 minutes loss of play.
- Inclusion team informed via Orange Tracker.
- Parents/Carers informed at end of school day.
- Asked to pay for cost of equipment.
- Letter sent home after 5 incidents in a term.

If I do this:

- Continuation of disruptive behaviour.
- Fighting, injuring others, physical contact to staff.
- Speaking aggressively to others.
- Complete refusal to work or follow instructions.
- Swearing, racist comments or abusive language.
- Deliberately damaging school property or stealing.
- Behaviour likely to endanger myself or others.

The consequences are:

- Inclusion and SLT informed immediately.
- Isolation (removal) from class for fixed period.
- Loss of play and rewards.
- Parents / carers informed.
- Repeated incidents may result in a behaviour plan.
- The Principal may consider a fixed term exclusion.



Class Dojo Points and Reward

At Hartley, we can earn Dojo Points and rewards for showing positive behaviour.

Learner Profile Attribute Points

Points will be awarded for displaying the IB attributes.

Thinker	Solving problems, thoughtful, learn from mistakes
Knowledgeable	Learn, tell and show what you've learnt
Communicator	Talk about ideas, express yourself
Risk-Taker	Try new things, have courage, challenge
Principled	Do what is right, honest, follow rules
Open-Minded	Listen and understand others
Inquirer	Ask questions, curious, love learning
Caring	Help, care and be sensitive towards others
Reflective	Think how to improve, correct mistakes
Balanced	Eat healthy food, exercise, learn

Additional Points

STAR - For showing STAR during lessons

Gold Star - For reaching the Gold Star on our traffic lights

Changing the World - For taking action outside of the classroom

Reading Records - For bringing in their reading records

Weekly Rewards

Dojo Champion - The child with the most points at the end of the week receives a certificate.