



*Creative
Education
Trust*

Behaviour for Learning Policy

This policy covers all Creative Education Trust academies and should be read in conjunction with the individual behaviour management procedures for each academy. These procedures for The Hart School are set out in Appendix One of this overarching policy.

Principles and Purpose

In order to achieve the aims of a Creative Education Trust Academy and to enable effective teaching and learning to take place so that pupils are able to achieve their potential, excellent attitudes to learning and good behaviour are essential.

The philosophy of Creative Education Trust is based on inclusive principles. Creative Education Trust recognises its duties under the Equality Act 2010. Its academies actively foster an ethos of discipline and mutual respect between pupils, between staff and pupils, and positive relationships with parents. They monitor actions taken to reward good behaviour and sanctions for unacceptable behaviour to help ensure that any prejudice is tackled.

Excellent attitudes to learning and good behaviour are dependent on strong leadership and high expectations from the Headteacher/Principal and all members of staff. Creative Education Trust expects a consistent approach to behaviour management from all adults in each of its academies.

This policy is compliant with the following DFE Guidance/Advice:

- 'Behaviour In Schools – Advice for Headteachers and school staff' (September 2022):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf
- Suspension and Permanent Exclusion Guidance (May 2023):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_May_2023.pdf
- Searching, Screening and Confiscation – Advice for Schools (July 2022):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf
- Use of Reasonable Force in Schools (July 2013):
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Keeping Children Safe in Education 2023:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-

[_statutory_guidance_for_schools_and_colleges.pdf](#)

The academy seeks to achieve good behaviour and discipline by:

- Promoting self-esteem, self-discipline, resilience, regard for authority, well-being and positive relationships based on mutual respect
- A consistent and fair approach to both positive and negative behaviour
- Ensuring clear expectations of behaviour
- Ensuring that behaviour consequences are understood and by the teaching of good behaviour
- Promoting early intervention
- Staff development and support through CPD and INSET days (behaviour management is part of the new teacher induction programme)
- Offering pupil support (peer mentors, study buddies)
- Liaising with parents and other agencies

Teaching and Learning

The teaching of good behaviour is done both explicitly and implicitly. Respect, politeness, punctuality, conflict resolution and conflict avoidance are implicitly taught and modelled on a daily basis. There are also aspects of behaviour that are taught through explicit curriculum areas.

Creative Education Trust fully understands that better teaching typically leads to better behaviour. Disruption in lessons is frequently the result of pupils not being properly engaged in purposeful learning. Dealing with behaviour problems is primarily the responsibility of teaching staff themselves.

Where intervention is necessary, each academy has its own staged approach to managing classroom behaviour, beginning with the classroom teacher and escalating to senior leadership as required (see Appendix One for details).

Behaviour Expectations

The Trust's academies will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. The academies will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong to the school community and high expectations are maintained for all pupils. The aim of each academy is to encourage a positive behaviour culture that will create a calm and safe environment which will benefit pupils with SEND, enabling them to learn. Some behaviours are more likely to be associated with particular types of SEND.

Where appropriate, academies will consider poor behaviour in relation to a pupil's SEND and will take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices. Patterns of challenging behaviour will be flagged to the SENCO for investigation.

Rewards

Creative Education Trust recognises that praise is more effective than punishment and that positive behaviour and good attendance are more likely to be fostered in a climate of rewards and encouragement. Positive recognition includes:

- a) praise (oral and written)

- b) individual rewards including team or house points
- c) note in planner/homework diary
- d) messages home by text, phone or in writing, such as praise postcards
- e) certificates
- f) displays of good work
- g) praise assemblies and prize draws.

Support

In addition to applying sanctions (see below), academies provide support to enable pupils to improve their behaviour. Examples of support are outlined below though this list is not exhaustive.

- Promoting self-esteem, self-discipline, resilience, regard for authority, well-being and positive relationships based on mutual respect
- A consistent and fair approach to both positive and negative behaviour
- Ensuring clear expectations of behaviour
- Ensuring that behaviour consequences are understood and by the teaching of good behaviour
- Promoting early intervention
- Staff development and support through CPD and INSET days (behaviour management is part of the new teacher induction programme)
- Offering pupil support (peer mentors, study buddies)
- Liaising with parents and other agencies
- Targeted discussion with staff member
- Meeting with parents
- Restorative justice conversations
- Home visits
- Booster classes
- Movement breaks
- Adjustment to seating plans
- Staff mentoring
- Peer mentoring
- Counselling
- Positive report
- Use of alternative provision
- Pupil Referral Unit
- Encouraging volunteering within or outside of the community

Academies also work positively with external agencies and will seek support from them to ensure that the needs of all pupils are met.

The Trust recognises that changes in behaviour may be an indicator that a pupil needs help or protection. Academies will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, academies will follow Safeguarding and Child Protection procedures.

Sanctions

Teachers have a statutory right to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Sections 90 and 91 of the Education and Inspections Act 2006). This power applies to all paid staff with responsibility for pupils. However, taking disciplinary action and providing appropriate support are not mutually exclusive actions. Where possible academies will facilitate them at the same time.

Teachers and other paid staff can discipline pupils at any time the pupil is in the academy or elsewhere under the charge of a teacher, including on academy visits.

Teachers can also discipline pupils, in line with this policy, when a pupil's misbehaviour occurs outside school when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some way is identifiable as a pupil at the school

or at any time, regardless of whether the above conditions apply, when the misbehaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

All punishments must be consistent, reasonable, proportionate and in accordance with the academy's duties under the Equality Act 2010. The pupil's age and any special educational needs or disability will be considered.

Allegations of bullying are dealt with under the anti-bullying policy.

Academy staff will consider each incident individually and recognise that a variety of responses will be necessary to deal with incidents. They will consider very carefully the implications of any action staff may take. In general, all staff are able to impose the sanctions detailed in this policy with the following exceptions.

- Only the Principal/Headteacher, (or someone acting as Principal/Headteacher), may exclude a pupil from the academy.
- Only the Principal/Headteacher or a delegated member of staff may remove a pupil from the classroom.

Whilst we promote a positive environment, sanctions are needed as consequences for inappropriate behaviour. When poor behaviour is identified, a fair investigation will take place and sanctions are to be implemented consistently and fairly in line with the policy.

Sanctions include:

- Warnings - oral and written
- Communication home
- Moved to another lesson

- After school detention
- Removal from classroom
- On report
- Community service
- Suspension
- Loss of privileges
- Permanent exclusion

For more information about suspensions and permanent exclusions, please see the Trust's Exclusion Policy.

Detentions

A detention is a commonly used sanction, often used as a deterrent against future misbehaviour. The headteacher can decide which members of staff can issue detentions. Please see Appendix One for details of these arrangements at The Hart School.

Detentions may be set at the following times:

- Before or after official school start and finish times
- Any school day when the pupil does not have permission to be absent
- Teacher training days

Teachers may keep pupils in during their lunch break. Pupils will be allowed a reasonable time to eat, drink and use the toilet.

Academies will always endeavour to give parents notice of a detention on the day or the day before it is to take place. When setting detentions, teachers will always take into consideration whether or not a pupil has the means to return home safely and any special or medical needs which they may have. Notice will often not be given for a short conversation after school about behaviour or any other school- related issues. Please note that parental consent is not required for detentions to take place.

Removal from Classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. When a pupil is removed from the classroom they are still able to work and learn under close supervision. Removal from the classroom should only be used when necessary and once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. Appendix One sets out the details of the length of time that it is appropriate for a pupil to be in removal/'reset' for, and the process for reintegrating the pupil back into lessons.

Removal can be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Staff must allow a reasonable time for pupils who have been removed to eat, drink and go to the toilet.

Use of mobile phones

Headteachers and principals have discretion as to whether, and in what circumstances, mobile phones can be used during the school day. Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. Headteachers and principals should consider restricting or prohibiting mobile phones to reduce these risks. Appendix One sets out the academy's approach to mobile phones.

Use of social media

Provisions of this policy apply to all forms of social media and they apply to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

The use of social media is prohibited in the following circumstances:

- damage is caused to the school or its reputation even indirectly;
- use that may defame school staff or any third party;
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties;
- false or misleading statements;
- use that impersonates staff, other pupils or third parties;
- expressing opinions on the school's behalf;
- using school logos or trademarks.

Misuse of social media should be reported to the pupils head of year or student support officer and will result in disciplinary sanctions.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

Drugs

The Trust operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The policy on drugs applies to all academies and academy related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs.

Academies will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and academies will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors for their consideration.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with this policy. The sanction is likely to include suspension or permanent exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion, which may be permanent. Sometimes, it will also be necessary to involve the police.

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the DfE. Similarly, any drugs related paraphernalia such as needles will be disposed of in a prudent manner.

Usually the academy will inform parents/carers when their child has been found to be involved in drugs. However, where there are potential child protection issues the academy must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

Search and Confiscation

All Trust academies follow the DfE guidance: Searching, screening and confiscation – advice for headteachers, staff and governing bodies. The Trust recognises that a teacher has the right to search without consent for ‘prohibited items’ (section 94 of the Education and Inspections act 2006). Prohibited items are:

- 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 pupil).

Headteachers/principals and authorised staff can also search for any item banned by the school rules. These additional items are: Psychoactive Substances, Lighters, high sugar/caffeine based drinks, energy drinks and vapes.

When a search is thought to be necessary there will be an assessment of how urgently it needs to be carried out considering any risk to pupils and staff. The pupil to be searched will be told why they are being searched and informed as to how and where the search will take place. The pupil will be given an opportunity to ask questions. Where a search takes place with consent, the member of staff conducting the search should ensure that the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable for another member of staff to be present and/or the member of staff is of the opposite sex. The academy will always endeavour to have a member of staff who is of the same sex as the pupil present and an additional member of staff present as a witness to the search for safeguarding purposes.

The headteacher/principal will ensure that there are sufficient staff who are trained in how to lawfully search a pupil. The DSL will be informed of any searching incidents where a member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item and all searches will be recorded. If a

search revealed a safeguarding risk, the DSL will be involved without delay.

Only staff members authorised by the headteacher/principal may carry out searches without consent.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

Where an item prohibited by this policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if they think that there is a good reason to do so. For this purpose, the member of staff has a good reason if they reasonably suspect that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. In cases where staff are advised, or suspect, that the mobile device contains youth-produced sexual imagery, they must follow the advice in this regard issued by CET's Director of Safeguarding/the Designated Safeguarding Lead.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, which they consider harmful or detrimental to school discipline, even if it is not found as a result of a search.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules. Weapons, knives and extreme or child pornography must always be handed over to the police. Otherwise, it is for the academy to decide if and when to return a confiscated item. Please note that staff have an obligation to inform the police of any illegal item brought into school.

Police searches/questioning and the requirement for an appropriate adult to be present

The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with police officers who suspect them of an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes

PACE also states that If at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The Designated Safeguarding Lead (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on CPOMS.

If having been informed of the vulnerabilities, the Designated Safeguarding Lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person whom there are grounds to suspect of an offence must be cautioned¹ before being questioned about an offence², or asked further questions if the answers they give provide the grounds for suspicion, or

¹ The police caution is: *"You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."*

² A person need not be cautioned if questions are for other necessary purposes, e.g.: (a) solely to establish

when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A police officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

The appropriate adult' means, in the case of a child:

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
2. a social worker of a local authority
3. failing these, some other responsible adult aged 18 or over who is not:
 - a. a police officer;
 - b. employed by the police;
 - c. under the direction or control of the chief officer of a police force; or
 - d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the Statutory guidance - [PACE Code C 2019](#).

Use of reasonable force

Detailed guidance about the use of reasonable force is included within CET's Physical Restraint Policy. Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Whenever a member of staff uses force, this must be recorded in the academy's behaviour record and the parent must be informed.

Malicious allegations against staff

The Trust takes every allegation against staff members seriously. In the event that a pupil makes a malicious accusation against any member of staff, teaching or non-teaching, and which following investigation is proven to be unfounded, the headteacher/principal will apply relevant sanctions and/or support in line with the policy and the Trust's Exclusion Policy. As a minimum, the parents will be invited into the academy to discuss the matter. The pupil will be referred to the SENCO who will assess if he/she may need support in terms of safeguarding and mental health.

Roles and Responsibilities

Parents/Carers

The Trust values the support of parents to maintain good behaviour and excellent attitudes to learning. Academy staff will be proactive in communicating with parents about pupils' behaviour. The role of parents is crucial in helping schools develop and maintain good behaviour. They will be encouraged to work in partnership with the academies to assist in maintaining high standards of behaviour and in supporting this policy.

Pupils

Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture. Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

The Trust recognises that some children will need additional support. Children with special educational needs will be identified through the academy's SEND screening system. The academy follows the SEND Code of Practice and has a staged intervention process.

The designated safeguarding lead will maintain a list of pupils whom the academy has identified to be at potential risk and ensure that relevant staff are made aware of these pupils and that they are monitored closely. Many of these children will be looked after children (LAC) or have special educational needs or disabilities (SEND).

Staff

All staff are responsible for developing a calm and safe environment for pupils, establishing clear boundaries of acceptable pupil behaviour and ensuring that the policy and procedures are followed consistently. All staff have responsibility for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The majority of unacceptable behaviour will be dealt with quickly by teachers or support staff in the classroom or around the academy. There will be occasions when staff will need a greater level of support. When this is the case, staff will enlist the support of pastoral and senior staff as appropriate.

All staff will be introduced to the academy's behaviour management processes as part of their induction and provided with on-going training and support as part of the academy's professional development programme.

Governors/Trustees

Governors/Trustees establish this policy for the promotion of good behaviour and it will remain under review. Governors/Trustees will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear.

Headteachers/Principals

Headteachers/principals will be responsible for the implementation and day-to-day management of the policy and procedures. This will include ensuring arrangements are made for the induction of pupils into the behaviour system, and the making known of rules, routines, sanctions and rewards. The headteacher/principal will also ensure that appropriate arrangements are made for the re-integration of pupils further to periods of suspension.

Headteachers/principals will take appropriate measures to prevent child-on-child abuse and to respond to it when it does occur, having regard to the CET anti-bullying policy. The headteacher/principal will make all staff aware of the statutory guidance contained or alluded to within, Part 5 of *Keeping Children Safe in Education*, so that they can adequately safeguard pupils when responding to allegations of child-on-child abuse involving sexual harassment or sexual violence, or when pupils report bullying via the non-consensual sharing of youth-produced sexual imagery.

Support for staff faced with challenging behaviour is also an important responsibility of the headteacher/principal and staff will be provided with regular training.

Monitoring and evaluation

Every Trust academy keeps written records of all significant behaviour incidents and these are reported at each Academy Council or Academy Improvement Board meeting as part of the academy report. Academy Council/Academy Improvement Board members evaluate behaviour at every meeting, providing challenge and support to the academy's senior leaders to help them achieve consistent good behaviour and excellent attitudes to learning.

APPENDIX ONE

Culture and Ethos statement

At The Hart School, we believe in fostering a positive and supportive learning environment that aligns with our core values: Happy, Ambitious, Resilient, and Tolerant. Our behaviour procedures are designed to encourage and reinforce these values while maintaining a culture that reflects our motto, "We Can. We Will. We Do." Our goal is to create a conducive atmosphere where every student can thrive academically and socially.

Rewards and Recognition

The Hart School promotes a culture of praise whereby students who consistently demonstrate exemplary behaviour, receive acknowledgment and positive reinforcement. This in turn leads to happy students. All incentives link to 'Hart points'; when students reach a point threshold they will receive a bronze, silver, or gold learner badge to showcase their ambition. Each badge will be displayed on the blazer lapel.

Badge Threshold

- Bronze – 200 Hart Points
- Silver – 300 Hart Points
- Gold – 500 Hart Points

Rewards are split into three distinct categories. The purpose of the categories is to ensure all pupils are recognised and have an opportunity to earn Hart Points. However, our student must show resilience in a 'no opt out' culture. This way of working is promoted through all aspects of school life and is evident through each reward descriptor.

All students belong to a tutor group and will have to work together throughout the academic year as they become a member of the tutor league. It is important that all of students learn how to work together as team and demonstrate tolerance towards each other.

Rewards categories

Daily attendance

All students who achieve perfect attendance for the week will receive five Hart Points, one for each day of school. Each point will add towards the rewards total and badge threshold.

Weekly attendance

Each week, all students will celebrate their weekly attendance by adding raffle tickets into a draw for significant prize at the end of term. Each day equates to one raffle ticket therefore every student will enter the draw if they have attended at least one day in a week.

Monthly attendance

100% attendance in any given month shows commitment to study therefore deserves to be celebrated. As a result, a prize draw will take place each month with all students who have 100% attendance entered. Each month resets the draw therefore all students have an opportunity to win.

Classroom excellence

We acknowledge and celebrate students who consistently demonstrate excellent ambition, active participation, and a commitment to their studies in the classroom. Such students will be recognised and rewarded regularly with a visual prompt on the board followed by positive Hart points on Arbor.

Homework excellence

Students who complete their homework to a high standard, promote excellent home learning and reinforce the value of academic responsibility will be celebrated with a visual prompt on the board followed by positive Hart Points on Arbor.

Praise post cards

Teachers will use praise postcards to send positive feedback and recognition to students who exhibit exemplary behaviour, kindness, and dedication to their studies. The awarding of Praise Post Cards will always link back to the school's core values. Every student facing member of staff will issue five post cards each week.

Positive phone call home

A phone call home is a positive tool to celebrate positive behaviour and academic achievements of students. Every member of student facing staff will make two positive calls home each week to celebrate student success. We believe positive phone calls home fosters strong partnerships between the school and family which leads to a supportive and encouraging learning environment.

Hart Card

It is essential that all students share our vision for a positive school culture and thrive in an environment built on mutual respect. As a result, all students will carry a 'Hart Card' with them around school. Each Hart Card will have space for 20 signatures. Staff signatures can be earned for community contribution e.g., holding a door or picking up a piece of litter. Once the Hart Card is complete, this will be collected by the form tutor. The card will go into a prize draw and 20 Hart points are added on to Arbor.

Monitoring Rewards

Students will have the opportunity to review their success each week during tutor time. All students will plot out their Hart points total; this will allow them to map out their goal across each week to earn their next badge. In addition, students will regularly plot out their attendance percentage. It is of high importance that they understand the importance of being in school each day. As a result, each student will be celebrated for every day they attend school embracing the no-opt out culture.

Termly Celebration

Students will be recognised for their positive contributions each term. A year group celebration assembly will take place alongside recognition through the tutor programme. Every child has a part to play in supporting their peers through initiatives such as the tutor league and tutor competitions. At the end of every term, parents are invited into school to celebrate the academic success of our students notably for progress and attainment in each subject area.

Consequence System

No student has the right to purposefully disrupt the learning, life chances and dreams of another and as such, poor behaviour will not be tolerated. Classrooms will be highly focused, ensuring that teachers can teach, and students can learn. Staff communicate our expectations clearly through assemblies, tutor sessions and lessons.

The Hart School operates on the consequence system outlined below and displayed **appendix 2**.

Warning

A warning is distributed to a student when deliberate disruption is conducted. The teacher will provide the student with one visual warning on the board, reminding them to correct their behaviour and offering a chance to make amends. The warning will outline a brief description of the behaviour.

Disruption will be defined as any choice behaviour made by a student during a lesson that stops teaching.

Examples include but are not limited to:

- Talking whilst the teacher is instructing/modelling.
- Talking during silent work
- Purposefully distracting others
- Shouting out questions, answers, inappropriate comments
- Leaving seat without permission
- Arriving late to lessons
- Non-verbal communication during teacher instruction or silent practice that distracts others.
- Placing heads on desks during lessons
- Refusal to engage with learning.

Reflection

In response to another disruptive event by the same student in the same lesson, the teacher will request a removal to the 'Reflection Room' located in the Success Unit. Students will be collected by a member of staff and will have 5 minutes from the collection time to arrive at the Reflection Room.

Upon arrival, the student will hand their mobile phone in to the check-in desk, collect a restorative work pack and be issued with a Chromebook. Parents/carers will be contacted by the school to alert them of the sanction to inform them that their child will complete two full periods plus their nearest social time in the room before returning to their timetabled classroom.

Whilst working in the Reflection room, students will work in line with their curriculum and will be supported by a Behaviour Support Officer and senior member of staff. Time spent in the reflection room will be an opportunity to reflect on their actions and work on strategies to re-engage positively in the classroom.

It is important to note that students will only return to their timetabled classroom if they are able to meet expectations whilst working in the room. If students are not able to modify behaviour, then this will convert into an internal suspension and students will complete five full periods in the room.

Immediate Removal

In situations where a student displays behaviour beyond the care and control of the teacher, they will be immediately removed from the classroom without warning and sign into the Reflection Room pending an investigation. Examples of this behaviour include:

- Dangerous behaviour
- Fighting
- Physical abuse towards staff and students
- Verbal abuse towards staff and students

Reflection Room Rules

- Students will work in silence throughout the day, following their curriculum timetable remotely.
- Students will read or continue to work in silence in Reflection throughout the nearest break.
- Food and drink will be ordered for them.
- The member of staff who issued the reflection will meet with the student before the next lesson to restore the relationship and reiterate the high standards expected.
- The member staff who issued the Reflection will call parents/carers on the same day that the sanction was issued to give a more detailed account of the events. Staff will leave a message if there is no answer. Please do not hesitate to contact us if you do not receive a call.
- Students will return to mainstream lessons when they have successfully completed two full periods and the nearest break in the Reflection room.
- If students do not engage fully in the Reflection room, this will convert into an internal exclusion.
- Students will be suspended from school immediately, for a fixed term, if they refuse to engage fully after an internal suspension, refuse to leave a classroom or defy or are rude to a member of staff.
- Reflection will also be used to promote high standards of behaviour between lessons.

Repeat Behaviour

If a student displays repeat behaviour, the following steps will apply:

- More than one C2 in a day will convert into an internal suspension.
- Three removals within a five-day period may warrant a review for external suspension.
- Continued removal from lessons would result in significant parental involvement and a file review.

The Hart School does recognise that behaviour can be a form of communication. As a result, waves of intervention are available for students who require help and guidance to regulate their behaviour.

Interventions in place for students are available for parents to discuss during any parental meeting and are available as a visual aid via an intervention menu.

Examples of intervention strategies are outlined below:

Wave 1	Wave 2	Wave 3	Wave 4
<ul style="list-style-type: none">• Daily Check in• Positive report/tutor report• Seating plan changes• Additional incentives/rewards• Increased communication with home• Academic interventions	<ul style="list-style-type: none">• Behaviour report• Equipment and uniform support• Provision referral• Tutor group/class move review.• Face to face meetings• 1:1 support• Referral to SENDCO• Key Worker• Timeout Card• Concentration Toy• Counselling	<ul style="list-style-type: none">• Pastoral support plan• ELSA• Malachi• Humankind• Careers interview• External agency• Part-time timetable• Key worker intervention• Restorative intervention• Parental workshop• Thrive Programme	<ul style="list-style-type: none">• Principals final warning• Governors hearing• Home visit• Managed move• Alternative provision

Adaptations

We recognise that each student is unique, with their own strengths, challenges, and individual circumstances. As part of our commitment to inclusivity and supporting all students, we have ensured equity and our systems allow for reasonable adjustments when necessary.

We understand that some students may require additional support or accommodations to meet the expectations outlined in this document. These reasonable adjustments may be necessary due to factors such as learning difficulties, disabilities, or specific individual needs. It is our aim to provide an environment that enables every student to thrive and achieve their potential, while also fostering a positive and respectful learning atmosphere for all.

To facilitate reasonable adjustments, the following measures are utilised:

- 1) Hart Maps: These are individual plans that outline specific strategies and interventions and reasonable adjustments tailored to the student's needs, ensuring they have the necessary tools and guidance to succeed within the behaviour policy framework.
- 2) Open Communication: We encourage open and regular communication between home and school. If you believe that your child requires reasonable adjustments or has unique circumstances that should be taken into consideration, please reach out to us. We are here to listen, understand, and

work collaboratively to find appropriate solutions that support your child's well-being and academic progress.

- 3) **Professional Guidance:** Our school staff will receive ongoing training and professional development to enhance their understanding of inclusive practices and support for students requiring reasonable adjustments. We are committed to maintaining a knowledgeable and empathetic team that can effectively implement these adjustments and provide appropriate guidance to both students and parents.

Where poor chosen behaviours have been made, we will apply sanctions in line with our behaviour procedures. Children with SEND will access our reflection room in the 'Success Unit' where they will work with experienced senior leaders / teaching assistants to regulate their behaviours. Any child with SEND will have their sanctioned reviewed by the SENDCO to ensure the behaviour policy has been applied appropriately.

Reasonable adjustments

It is important to note that reasonable adjustments do not mean lowering expectations or compromising the integrity of our behaviour policy. Instead, they serve to create a fair and accessible environment where all students can thrive, while still adhering to the core principles of respect, responsibility, and positive behaviour.

All pupils who have SEND are reviewed at inclusion meetings. Where the SENDCO and pastoral team feel that a reasonable adjustment needs to be made, parents are consulted, and these adjustments are communicated to staff. Each adjustment is made on a case-by-case basis and needs to be ratified by the Assistant Principal Behaviour, Culture and Ethos.

Significant behaviour incidents or persistent disruption to learning

Suspension

Pupils who are suspended will be informed of the duration following an analysis of the severity of the actions leading to the suspension (1/2-day, 1 day, 2 days or more). Following a suspension parents/carers will be expected to attend the reintegration meeting alongside their child. This meeting must take place before a pupil re-enters the school learning environment.

Pastoral Support Plans

Following a suspension, a student may be required to go onto a Pastoral Support Plan, this plan is there to offer additional support to students to help them modify their behaviour. This plan will be agreed with parents and the student and monitored by the Head of Year.

Principal's Final Warning

If a student's behaviour fails to improve following a Final formal warning it is likely they will be permanently excluded from the school for persistent/excessive poor behaviour over an extended period, however the final decision will rest with the principal.

Managed Move

The Hart school works alongside Staffordshire County Council with its Fair Access Protocol. On occasions this may mean that a student goes to another school or Pupil Referral Unit to support changes in their behaviour or to give them a fresh start in a new environment. These moves are agreed with parents and are monitored closely by the school. If successful, the student may move permanently. However, it is worth noting that a managed move is not an alternative to a permanent exclusion.

Off-site Direction

The principal can direct a student to another educational provider where they feel that it is appropriate to improve their behaviour and to avoid Permanent Exclusion.

Red Line Incident

Please note that the following incidences could result in a permanent exclusion from the school. This list is intended for illustrative use and is not exhaustive. Any decision on exclusion is at the discretion of the

principal.

Description	Further Detail (not exhaustive)
Being in possession of a prohibited item on school site.	Prohibited items include: <ul style="list-style-type: none"> • knives or weapons • bladed articles • alcohol and illegal drugs • stolen items • tobacco / cigarette papers or vapes • fireworks • pornographic images
Any form of assault on another child or adult.	Assault can include: <ul style="list-style-type: none"> • Physical • Sexual • Coercion
Any matter which could present a health and safety risk to the child or other children in the school.	This can include: <ul style="list-style-type: none"> • Damage to school property • Tampering with fire alarms and extinguishers
Other areas	For example: <ul style="list-style-type: none"> • Theft or possession of stolen property • Smoking or drinking alcohol on the school site. • Racist/homophobic/sexist/religiously intolerant language • Bullying

Toilets

Students are expected where possible to use toilet facilities, before school, break 1, break 2, during a transition and after school to avoid lost learning time. During these times, all toilet facilities are available for students to use.

There may be occasions whereby toilet facilities are required during a lesson time.

The following procedures will apply:

- Identified toilet blocks will be in operation and this is communicated to students and staff. This is for cleaning and staffing purposes. Identified toilets will remain open during lesson time and social time.
- If a student has a medical pass, students will be able to leave their lesson immediately to use the facilities.
- If a student has extenuating circumstances e.g., menstrual cycle, then they will be able to leave their lesson immediately to use the facilities.
- Students without a medical pass or extenuating circumstances will only be granted permission to leave lesson if their reason is genuine. In this instance, the request will be logged on Arbor and students will be issued a blue lanyard from the teacher.
- Students are permitted to use toilets between lessons where a five-minute transition period is built into the school day.
- Any student that is required to leave a lesson will be loaned a classroom pass lanyard from the teacher regardless of their reason. This is a procedure to ensure the safety of students.

*Individual passes will only be provided to students where medical evidence is provided, these will be reviewed, revoked, and reissued on a termly basis. *

Mobile Phones and ear pods/phones

We have a 'see it, hear it, lose it' within school in relation to mobile phones. Students are not allowed to use their mobile phone in school during the school day unless they have specific permission from a teacher. We do allow students to bring their mobile phone to school as we understand they may want to use this to and from school to communicate with parents and carers. However, this should be switched off in their bag or inside blazer pocket. We do not accept responsibility for damage or to such items.

Mobile phones or similar electronic devices and headphones are not permitted anywhere on school premises. Before entering school grounds, pupils must remove their headphones, switch off their mobile phone and any other electrical devices and put them away. If a pupil breaks this rule, the item will be confiscated. Where there are repeated confiscations, parents/carers will be requested to come into school to collect these items.

Punctuality and Internal Truancy

Good punctuality at school is essential for students to achieve their full educational potential. It is also vital for students to form good habits for later life. Punctuality records form part of references passed onto employers or higher educational institutes. As a result, it is imperative that we uphold high standards at school. Students are expected to be on school site at 08:30am. Students will be officially late at the start of registration at 08:41am. Any student arriving after 08:40am will enter the punctuality detention system. Students will have one warning issued when they are late to school or to a lesson in any given week. If a student is late more than once (repeated) then they will be issued with a 30-minute detention.

If the second late is issued:

- Before 12:30pm = Same day detention
- After 12:30pm = Next day detention

Parents and carers will always be informed of this detention. *Students will not be issued with a detention in extenuating circumstances

Internal Truancy Procedure

Suspected Truancy

If your child does not arrive to their lesson within 5 minutes of the start to the lesson, they will be recorded as 'Suspected Truancy' by their class teacher.

Attempt to locate

We will attempt to locate your child. If your child has chosen not to attend their timetabled lesson, we will inform parents via an Arbor notification. If we are still unable to identify your child after 30 minutes, we will attempt to call home and invite you into school to support locating your child. We will also issue a same day detention after school for 30 minutes.

If truancy occurs during an afternoon session, a detention may be arranged for the following evening. If your child fails to attend the detention, they will be issued with an internal suspension for a full day.

Suspension – persistent disruption

If your child chooses to deliberately truant their lesson again within a 5-day window, we will issue a suspension from school with immediate effect. This suspension will be issued due to the persistent disruptive behaviour and for causing a safeguarding concern due to an unknown location. Parents and carers will be expected to collect their child from school without delay should this occur.

Safeguarding

Child on child abuse

All Staff are aware of the forms, indicators, and dangers of peer on peer or child on child abuse in annual safeguarding training and through termly update CPD sessions. Staff are reminded of their responsibility to recognise and challenge peer on peer abuse when it occurs. All staff are also expected to report incidences of peer-on-peer abuse either through the Academy behaviour reporting systems (Arbor) or through the Academy safeguarding reporting system (CPOMS). Pastoral staff address peer on peer abuse robustly through a combination of sanctions and restorative processes. Pastoral staff consult the DSL and Safeguarding team when deciding appropriate responses to a report of peer-on-peer abuse and record their actions via CPOMS. Where appropriate management and response to a report of peer-on-peer abuse may be taken over by the Safeguarding team from the Pastoral team. In some cases, the Safeguarding team may also consult the CET Director of Safeguarding when deciding an appropriate course of action to be taken in response to a report.

Pupils are taught about the forms, indicators and dangers of peer on per abuse through their PSHE programme, PSHE drop down days, assemblies, pupil voice work and where appropriate through the curriculum. It is made clear to all pupils that peer on peer abuse will not be tolerated at the Academy and that robust sanctions will be applied. All pupils are made aware that they should report peer on peer abuse to their teachers, tutors, pastoral team or the safeguarding team.

Uniform Expectations

The uniform expectations are as follows:

- School blazer with logo
- School tie
- School jumper (optional) to be worn under blazer – not as an alternative.
- Plain white shirt (short or long sleeve) with collar and buttons to top – polo shirts are not acceptable.
- Trousers must be straight leg, full length plain black trousers to the ankle and formal style fit.
- Or The Hart School skirt only – this should be knee length and not tight fitting. Black opaque tights to be worn when wearing a skirt.
- Plain black leather or leather-look school shoes.

Items that are not acceptable:

- Trousers: corduroy, linen, skinny trousers, denim, leggings, jeggings, cropped, tightly or highly fitted, chinos, casual styles or trousers with 'buckle' belts/zips or any other form of decoration.
- Shoes with rubber toe; pumps; training shoes; canvas or logo styles are not acceptable.

Jewellery

- A flat, plain ring and one pair of small, plain stud or sleeper size earrings which can be worn in each earlobe and a watch are the only items allowed.
- All jewellery must be removed for PE activities and is brought into school entirely at the student's own risk, the school will not accept responsibility for lost items of jewellery.

Items that are not acceptable:

- Nose studs and all other types of facial piercing are not allowed (this includes clear retainers). Students are not allowed to attend school with a plaster covering the piercing.

Make-up

- The wearing of make-up is strongly discouraged. Students will be required to remove any excessive make up, including coloured nail varnish, eye shadow, eye liner, lipstick, foundation, false eye lashes or fake tan.

Hair styles

- Extreme hairstyles are not allowed.
- Patterns or logos must not be shaved or cut into hair or eyebrows.
- Hair must not be dyed as an unnatural colour, for example: pink, purple or red.
- Close shaved haircuts are not permitted including under cuts.
- Hair should be neat and tidy without decorative attachments; this includes additional braids.
- If hair is dyed, it should be a uniform natural hair colour throughout, not two toned.

Outdoor Clothing

- All students are expected to wear a smart waterproof coat, dark in colour.
- Hoodies and jackets of a sweatshirt-type material are not permitted as outdoor wear.
- Cardigans, sweatshirts, hoodies or denim or leather jackets are not to be worn under or over the blazer.
- Students will be expected to take coats off when entering the school building.
- Winter hats/scarfs/gloves are permitted but cannot be worn anywhere inside the building.
- Students must not wear hats as a fashion accessory in school; baseball caps are not permitted in school.

School Bag

- A school bag is required to carry equipment, textbooks, exercise books and other essential items for learning. Drawstring PE bags are available to purchase for £1.44 via ParentPay.

Equipment

Students must bring their own equipment to school each day to ensure they can participate fully in lessons. They will need a pencil case with the following equipment:

- Pens (black, green and red)
- Pencil
- Ruler
- Protractor
- Eraser
- Scientific Calculator (Casio FX-83/85 models are recommended)
- Spanish Dictionary for language lessons is recommended.

Additional school equipment, which is useful, includes a geometry set and an English dictionary. Pencil cases are available to purchase for £1.00 via ParentPay.

PE Kit

All students must bring their PE kit to every lesson, even if they are going to be excused for medical reasons, as they may be asked to fulfil a different role depending on the activity, i.e. line judge; umpire; coach, etc. Students should be suitably dressed in PE kit and bear in mind the weather conditions.

Uniform Non-Compliance

All students who are non-compliant with the uniform policy will be picked up by the year group team. Parents and Carers will be contacted to resolve the issue. If the issue is not resolved, then students will be enrolled into the reflection room in line with our behaviour strategy.

Loaned Items

Failure to return borrowed items may result in a request for parents/carers/guardians to purchase the borrowed item. The school will support families in the event of hardship. Families who would like to access support should email their child's head of year.

CONSEQUENCE SYSTEM



THIS IS A DISRUPTION FREE CLASSROOM