



*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' (July 2022): https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf.
- Suspension and Permanent Exclusion Guidance (July 2022): <https://www.gov.uk/government/publications/school-exclusion>
- 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 2022:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.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 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.

- 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
- District Inclusion Mentoring
- Use of external agencies

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 - verbal 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 the Reflection Room 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 Daniel Shillito 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 academy council members 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 academy council members. 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: lighters 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.

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

Parent/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.

Academy Council Members/Trustees

Academy Council Members/Trustees establish this policy for the promotion of good behaviour and it will remain under review. Academy Council Members/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.

Behaviour For Learning Procedures 2022-23

The Hart School Values

At the Hart School our Values underpin everything that we do. Our values are:

Happy - Learners who are confident, literate, and well-rounded citizens. They understand the world's communities and are ready to discover their place in it through enquiry and self-reflection.

Ambitious - Learners are ambitious to achieve. They gain deep and powerful knowledge in preparation for life, combining academic rigour, curiosity, and creative flair.

Resilient - Learners are fully equipped and ready for this world. They are not fazed when faced with challenges and are determined to be successful.

Tolerant - Learners respect the individuality of each person and value diversity. They promote a culture which allows all to flourish through mutual respect.

Our Lessons

Our purpose is to equip all our students with the powerful knowledge and interdisciplinary skills they need to succeed in the global community. In every lesson, we uphold high expectations, and support students to do their best.

All Teachers at The Hart School are committed to utilising research-informed strategies. They are supported through a personalised Continuing Professional Development and Learning and a climate of professional curiosity.

Our pedagogical model and lesson structure is supported by cognitive and metacognitive science.

A Hart School lesson

- **Orderly entrance**
- **Activate:** A 'Do it Now' activity focused on retrieval of prior learning
- Learning Objective shared
- **Model:** I do- Exposition of new material
- We do- guided practice
- **Practice-** You Do
- **Review** – a final check on learning
- **An orderly exit**

Common language-Hart Habits:

Students thrive through consistency; it reduces stress and develops a simple shared understanding of expectations. All staff will use a common language of instruction. In addition to the pedagogical model above, teachers will use:

- **'3,2,1 eyes on me'**-to gain the attention of the class
- **'3,2,1 show me'**- when students are using mini whiteboards for assessment purposes
- **'Zero Voices'**- when students need to be silent
- **'Indoor voices'**- when students and staff are moving around the building or working quietly on a classroom activity.

All instructions will be delivered at a pace that allows 'take up time' for students.

Pupil passports

All students on our SEND register have a pupil passport identifying any additional needs and adjustments that can be made to support the learning and progress of our students. Teachers at the Hart School use these passports to inform their teaching and support of students with additional needs. These passports are living documents allowing teachers to share ideas that will support individuals.

Disruption to Learning-our consequence system:

Such is the importance of education and especially considering how much learning time has been lost due to the pandemic, now more than ever, we must protect the rights of students to access lessons that are completely free of disruption.

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 focussed, ensuring that teachers can teach, and students can learn.

Staff communicate our expectations clearly through assemblies, tutor sessions and lessons.

Consequences

Warning: Students will be given one warning to correct their behaviour which will be indicated by the teacher writing the student's name clearly on the board.

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
- Slouching/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 send the student to Reflection (Internal Exclusion).

- The student will have 5 minutes to arrive at Reflection (located in the same room previously used).
- Upon arrival, the student will hand their mobile phone in to the check-in desk and be issued a work pack.
- Parents/carers will be contacted by the school to alert them to the sanction and to inform them that their child will be required to stay for a 1-hour detention to commence at the end of their day.

Reflection Room

- Students will work in silence throughout the day, following the Reflection timetable.
- Students will read or continue to work in silence in Reflection throughout break and lunch time. Food and drink will be ordered for them.
- The member of staff who issued the Reflection will meet with the student before the day's end 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 their Reflection.
- Students will be suspended from school immediately, for a fixed term, if they refuse to engage fully in Reflection, refuse to leave a classroom or defy or are rude to a member of staff.
- Following a suspension, the student will return to Reflection for 5 periods plus a 1-hour detention.
- Reflection will also be used to promote high standards of behaviour between lessons.

Reasonable adjustments

When a student is removed from a lesson, an alert is sent to the SEND team. The team will triage the call and assess whether the call out was a result of an unmet need (a teacher not following guidance on the pupil passport) or not. If it is believed a teacher has

not me a need, the student will work with the SEND team for that period and return to the following lesson.

The SENCO/Assistant SENCO will highlight the area of the passport with the teacher and how this needs to be applied in future lessons and the consequence will be removed from Arbor.

Where a sanction is justified but the student needs adjustments to manage the sanction the SEND team will either house the student, assist with ensuring that work is accessible within the Reflection Room and/or make adjustments such as physical breaks.

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 of time, 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.

Directed off site

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; • 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 the use toilet facilities, before school, break 1, break 2 and after school to avoid lost learning time. During these times, all toilet facilities are available for students to use.

It is noted that there will 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 be only be granted permission to leave lesson if their reason is genuine. In this instance, they will be collected by a member of staff and taken to the identified toilet blocks to ensure they are safe and well.

- Students should not use toilets during a transition from lesson to lesson. This is so that they register and gain permission from their classroom teacher first to ensure they are safe and well. This is a safeguarding procedure as the register will need to take place. Students will be given permission in an emergency.
- Any student that is required to leave a lesson will be loaned a classroom pass lanyard from the teacher. This is a procedure to ensure the safety of students.

Individual passes will only be provided to students where medical evidence is provided

Uniform

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.

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.

Mobile Phones

Students are not permitted to use a mobile device on school site. Mobile use can cause complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning.

If students use a mobile device during the school day, this will be removed and stored securely. Students will then collect their mobile device at the end of the school day from the pastoral team. If it is a repeat incident, parents will be invited in to collect the device.

Students are allowed to be in possession of a mobile phone. However, this should be switched off in their bag or inside blazer pocket. We understand that students will want to use this to and from school to communicate with parents and carers.

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 the borrowed item by the 3:10-20pm deadline would result in a warning being issued by the year group team.
- Failure to return the item after a 48-hour period would result in a request for parents/carers/guardians to purchase the borrowed item. A letter will be sent home.
- Refusal to loan uniform or repeat offences will result in an admission to the Reflection Room

Rewards

Our vision at the Hart School is **“WE CAN, WE WILL, WE DO”** and together we work to our core values of happy, ambitious, resilient, and tolerant. This personal growth empowers each student to be the very best that they can be, attaining the highest possible academic standards as happy, well-rounded young people ready to make a positive contribution to our global community.

We believe in recognising and reinforcing those behaviours that lead to good habits and promote positivity both within and beyond the school. Our rewards system looks to recognise, reward and reinforce these positive behaviours, attitudes and approaches.

Positive points

Students' will be recognised for their achievements by receiving one Hart point every time they meet classroom standards in a lesson. If students achieve a Hart point every lesson for the academic year, they will be able to achieve 900 positive points.

Students will have many opportunities to exceed 1000 positive points. Every time a student hits a certain threshold there will be a reward attached.

Staff will continue to recognise students' achievements each week and they should continue to reinforce their positive praise through:

- Completed Homework - 1 Hart point
- Outstanding Homework - 2 Hart points
- Outstanding Work - 2 Hart points
- Praise Postcards - 5 Hart points
- Positive phone calls home - 5 Hart points
- 100% weekly attendance - 5 Hart points
- Completed Hart Card - 20 Hart points

Hart School badge threshold

- Bronze Badge – 1250 Hart Points
- Silver Badge – 1500 Hart Points
- Gold Badge – 1750 Hart Points

When a student is awarded their badge they will receive a certificate, letter from the principal and entry into a prize draw. They will be celebrated regularly throughout the academic year and will aspire to achieve a place on the rewards trip at the end of year following the awarding of the gold badge.

Pro social behaviour – “The Hart Card”

The Hart Card is a reward system designed to create a positive culture of going above and beyond. All students will be issued with a card so that they are recognised for their positive contributions to The Hart School. Students will need to gain 20 signatures from staff to receive 20 Hart Points. A student cannot gain more than two signatures from a single member of staff per day. Signatures can be gained for the following reasons:

- Being kind to others
- Being polite
- Community Service
- Helping staff with equipment
- Holding a door for a member of staff

- Litter Picking
- Tidying Classrooms
- Welcoming a visitor
- Any other valid community contribution

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. In the build up to the end of term, students who have been noted for going above and beyond either in school or in our local community will be celebrated via a Hot Chocolate with the Principal.

Punctuality

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. Detentions for punctuality take place on the same day, after school, in the school canteen.

Parents and carers will always be informed of this detention.

*Students will not be issued with a detention in extenuating circumstances

- Before 08:30am – Recommended time of arrival
- Before 08:40am – On time
- 08:41 - 08:50am – 10-minute detention
- 08:51 - 09:00am – 20-minute detention
- 09:00 - 09:10am – 30-minute detention
- After 09:10am – 60-minute detention

Internal Truancy

If a student is deliberately late to a lesson, a punctuality detention will added to the system for the minutes late. E.g., up to 10 minutes late is a 10 minute detention.

The detention will take place on the same evening and parents / carers will be informed via a pastoral member of staff.

Safeguarding

Child on child abuse

The Hart School recognises that pupils may become victims of abuse from other pupils.

This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults, sexting and upskirting.

Staff will report instances of child-on-child abuse, sexual violence and harassment through the normal safeguarding concern process and recognise that support must be provided to both the alleged victim and abuser.

Staff will be made aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to, bullying (including cyberbullying), gender-based violence/sexual assaults and sexting.

All staff will be aware that children can abuse other children (often referred to as child-on-child abuse).

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery or 'nudes'); and
- initiation/hazing type violence and rituals

Where we receive a report of child-on-child abuse, we will follow the principles as set out in part 5 of Keeping Children Safe in Education (2022) and of those outlined within the Child Protection Policy.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a 'cry for help'.

In such circumstances, the DSL will consider if a referral to children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious leaders will consider whether any disciplinary action is appropriate against the individual who made it as per the academy's behaviour policy.

All staff will listen to and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

- Statements will be sought from both the alleged victim and the alleged perpetrator, and the academy will do everything possible within the new context to establish the most truthful version of events.
- Unless there is a very strong reason not to engage parents, they will be contacted, and the situation explained.
- Support will be offered to both the alleged victim and the alleged perpetrator and consequences will be considered where appropriate in line with the behaviour policy.
- Where appropriate we will seek to support the pupils in understanding each other's point of view and offer additional sessions (face to face or remotely as required) to help them to overcome their situation.
- The process and outcomes will be recorded on CPOMs, and appropriate timely referrals made as the need arises during the process. The process will be overseen by the DSL, though other colleagues will likely support the process.
- The incident will not be closed until both pupils agree that they are happy with the outcome. Until then, staff will continue to address the pupils' concerns as far as possible and work towards a resolution to address their concerns. We will agree with the pupils how often they feel able to review the situation but no longer than monthly.
- Where all those involved with an incident agree that the issues have been resolved; the case will remain open for at least a further six weeks to allow staff to seek pupil voice after a reasonable time has passed to ensure that the issues have not resurfaced or to seek to offer support if they have.