



Behaviour for learning policy

This policy covers all Creative Education Trust (CET) academies and should be read in conjunction with the individual behaviour management procedures for each academy.

Principles

- 1) In order to achieve the aims of a CET Academy and to enable effective teaching and learning to take place, excellent attitudes to learning and good behaviour are essential.
- 2) The philosophy of CET is based on inclusive principles. CET 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.
- 3) Excellent attitudes to learning and good behaviour are dependent on strong leadership and high expectations from the Principal/Headteacher and all members of staff. CET expects a consistent approach to behaviour management from all adults in each of its academies.

Teaching and Learning

- 4) 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.
- 5) CET 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.
- 6) 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. These approaches are described in detail in each academy's procedures document.



Rewards

- 7) CET 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.
- 8) 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.
- 9) Each academy's rewards are detailed in the academy's behaviour procedures document.

Sanctions

- 10) CET recognises that unacceptable behaviour must be addressed and that 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 also applies to all paid staff with responsibility for pupils.
- 11) 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.
- 12) Teachers can discipline pupils, in line with this policy, when a pupil's misbehaviour occurs outside school when the pupil is:
 - a) taking part in any school-organised or school-related activity
 - b) travelling to or from school
 - c) wearing school uniform
 - d) 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:

 - e) could have repercussions for the orderly running of the school



- f) poses a threat to another pupil or member of the public
 - g) could adversely affect the reputation of the school.
- 13) In all cases of misbehaviour, a teacher or authorised adult can only discipline a pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.
- 14) All punishments must be consistent, reasonable, proportionate and in accordance with the academy's duties under the Equality Act 2010.
- 15) If the behaviour of a pupil gives cause to suspect that a child is suffering, or is likely to suffer, significant harm academy staff must follow the CET child protection policy and local safeguarding children's board procedures.
- 16) 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 have access to the sanctions detailed in the academy's behaviour management procedures with the following exceptions.
- a) Only the Principal/Headteacher, or a deputy acting on her/his delegated authority, may exclude a pupil from the academy.
 - b) Only the Principal/Headteacher or a delegated member of staff may place a pupil in an isolation unit.
- 17) CET's policy with regard to the following sanctions applies across all of its academies.
- a) Detentions
 - i) Academies which use detention as a sanction must make this clear to parents by including it in the published behaviour management procedures.
 - ii) With lunchtime detentions, staff must allow reasonable time for the pupil to eat, drink and go to the toilet.
 - iii) If a detention is to take place after the end of the academy day for matters of a serious or persistent nature, the academy must inform parents that their child has been given a detention, including its date, time and duration. As long as it does not pose a safety risk to a pupil, schools may detain pupils for short periods after school without informing parents in advance. For one off minor infringements of academy rules (eg one-off non-completion of homework or late to lesson) it may not always be necessary to inform parents of a detention.



b) Isolation Units

- i) Isolation units are used in some academies for pupils whose behaviour warrants a serious sanction which should exclude them from the normal activity and social interactions of the academy. These units enable pupils to work and learn under close supervision and can be used as an alternative to a short fixed-term exclusion.
- ii) Where an academy uses an isolation unit this must be stated clearly in the academy's behaviour procedures document.
- iii) Pupils may be placed in an isolation unit: to keep a pupil out of circulation while an incident is investigated, pending a decision about appropriate action; for persistent poor behaviour in a number of lessons; for failure to comply with reporting requirements to a senior member of staff; for infringement of uniform rules that cannot be rectified by sending the pupil home to change.
- iv) Staff must allow reasonable time for pupils in isolation units to eat, drink and go to the toilet.

c) Fixed-term or Permanent Exclusion from Academy

- i) The Academy will follow the procedures laid down in DfE guidance with regard to good practice and the parental right to appeal to an independent review panel against an exclusion.
- ii) Pupils are only excluded when the pupil's behaviour constitutes such a serious challenge to the good order of the academy that other punishments are not sufficient.
- iii) Behaviour that may lead to exclusion includes, although this is not an exhaustive list: violence, whether expressed in actions or threats, towards other people on the premises; actions or words to a member of staff, or in the presence/hearing of a member of staff, which are judged to have the effect of seriously undermining their authority; offensive written material which is judged to have the effect of undermining the authority of a member of staff; persistent misbehaviour which prevents other pupils from learning; bringing to the academy, or handling, items likely to endanger the safety of other people or to be injurious to the well-being of others, such as weapons or dangerous/illegal substances; attending the academy under the influence of alcohol, illegal drugs or volatile substances; acts of major and/or malicious damage; actions likely to cause significant disruption to the orderly running of the academy; being in persistent or serious breach of a previously drawn-up contract of behaviour.



- iv) All exclusions, whether fixed-term or permanent, are put into effect strictly within the terms set out in current educational law.
- v) All fixed term exclusions will result in a Pastoral Support Plan being set up.
- vi) The CET board has delegated the responsibility to consider the reinstatement of excluded pupils to a sub-committee of the Academy Council (AC) or rapid improvement board (RIB). Permanent exclusions can only be recommended to the AC or RIB in very serious situations when no alternatives are deemed possible.
- vii) When a Principal or Headteacher makes a recommendation that a pupil should be permanently excluded, he or she must follow CET procedures by using the report, correspondence and agenda templates provided on the CET cloud. These must be used in line with the procedures and timescales set out in DfE guidance. The recommendation template, once completed, must be approved by the Director of Standards prior to being distributed to those individuals invited to attend the panel hearing.

Confiscation of inappropriate items

- 18) All CET academies follow the DfE guidance: Screening, searching and confiscation – advice for headteachers, staff and governing bodies.
- 19) CET recognises that a teacher has the right to search without consent for ‘prohibited items’ (section 94 of the Education and Inspections act 2006).
- 20) CET recognises that a teacher has the right to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. (section 94 of the Education and Inspections act 2006).
- 21) 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.

Use of reasonable force

- 22) Detailed guidance about the use of reasonable force is included in the restraint policy.
- 23) Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.



- 24) Principals/Headteachers and authorised academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for 'prohibited items'.
- 25) Whenever a member of staff uses force, this must be recorded in the academy behaviour record and the parent must be informed.

Malicious allegations against staff

- 26) Any pupil who is found to have made a malicious allegation against a member of academy staff will be referred to the Principal/Headteacher who will determine what sanction would be appropriate. As a minimum, the parents will be invited into the academy to discuss the matter.
- 27) The pupil will be referred to the special needs coordinator who will assess if he/she may need support in terms of safeguarding and mental health,

Roles and Responsibilities

- 28) The academy's arrangements for transition, organisation and specific facilities are detailed in the academy's procedures document.

Parent/Carers

- 29) The academy values the support of parents to maintain good behaviour and excellent attitudes to learning.
- 30) Academy staff will be proactive in communicating with parents about pupils' good behaviour.
- 31) The Principal/Headteacher will ensure that parents are fully informed about detentions and exclusions in line with this policy and statutory guidance.
- 32) Where academy staff have concerns about a pupil's behaviour they will communicate with the parents in line with the academy's published procedures.

Support Systems for Pupils

- 33) In addition to lessons which are well paced and delivered, set suitable learning challenges and remove barriers to learning, some children will need additional support.



- 34) Some of the children experiencing Social, Emotional and Behavioural difficulties will be identified through the academy's SEND screening system. The academy follows the SEND Code of Practice and has a staged intervention process.
- 35) 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 and that these pupils are monitored closely. Many of these children will be looked after children (LAC) or have special educational needs or disabilities (SEND).

Support Systems for Staff

- 36) 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 follow the guidance in the academy's behaviour procedures document, enlisting the support of pastoral and senior staff as appropriate.
- 37) 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.

Monitoring and evaluation

- 38) Every CET academy keeps written records of all significant behaviour incidents and these are reported at each AC or RIB meeting as part of the academy report.
- 39) AC/RIB 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.



Appendices

1. Compliance Strategy context and rationale
2. Classroom standards
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The Hart School

Compliance Strategy 2019-2020



Compliance Strategy 2019-2020

Context and rationale:

The aim of the Compliance Strategy is to ensure that a positive culture is promoted and every student right ethos to make rapid and sustained progress. Every pupil should be prepared, thrive in his or her learning environment and be proud of their school. A compliant Hart School student will be punctual, equipped and polite whilst demonstrating the school's core values.

School Values:

SOLIDARITY – supporting each other at all times

DEMOCRACY – giving all students a voice in the way we run our school

EQUALITY AND EQUITY – being fair to all others and giving equal rights to all

SELF HELP – encouraging all in the school to help each other by working together and helping people to help themselves

ETHICAL VALUES: openness, honesty, social responsibility, caring for each other

SELF-RESPONSIBILITY: to take responsibility for and answer to our actions

Meeting the Classroom Standards

The 'ideal' learner

As a minimum, students will meet ten basic classroom expectations:

- 1) Arrive on time with all necessary equipment
- 2) Wear the school's uniform correctly
- 3) Line up patiently and respectfully without talking
- 4) Enter and exit the classroom in a calm and sensible manner
- 5) Be respectful and polite at all times
- 6) Use 'Miss' and 'Sir' when addressing a teacher
- 7) Adhere to the teacher's working conditions at all times
- 8) Follow all requests promptly
- 9) Actively listen when the teacher is speaking and to others when they are contributing to the lesson
- 10) Apply their very best effort to every task





Once a student has met the ten basic expectations, it allows the pupil to excel in their learning. Learners should strive to be the 'Ideal' learner in order to make excellent progress. At any given point, the classroom teacher will be able determine how well each student is meeting Classroom Standards for their subject.

During a data collection, students will be rated E, G, OP or RP (E being most successful). This will take place for every subject.

Excellent (E) – Always meets the classroom standards

Good (G) – Regularly meets the classroom standards

Occasionally Poor (OP) – On occasions does not meet the classroom standards

Regularly Poor (RP) – Regularly does not meet the classroom standards



The Hart School Classroom Standards

1. Arrive on time with all necessary equipment
2. Wear the school's uniform correctly
3. Line up patiently and respectfully without talking
4. Enter and exit the classroom in a calm and sensible manner
5. Be respectful and polite at all times
6. Use 'Miss' and 'Sir' when addressing a teacher
7. Adhere to the teacher's working conditions at all times
8. Follow all requests promptly
9. Actively listen when the teacher is speaking and to others when they are contributing to the lesson
10. Apply their very best effort to every task

Meet Standards = +1 Class Charts Points

Values
Solidarity | Democracy | Equality and Equity | Self Help |
Ethical Values | Self Responsibility |



Appendix 3



The Hart School Presentation Standards

1. Put the date into the margin at the start of your work in the format "Wednesday 5th September 2019"
2. Put a title on all your work. Make sure it is in the middle and underlined
3. Use a black pen only
4. Use a ruler to underline
5. If you make a mistake cross it out with one neat line
6. Put the question number in the margin before writing your answer
7. Draw all your diagrams, graphs or drawings in pencil
8. Make sure your worksheets are stuck in neatly and in the correct place
9. When you finish a piece of work rule it off neatly
10. Finally, ask yourself, do you feel proud of your work?

Values
Solidarity | Democracy | Equality and Equity | Self Help |
Ethical Values | Self Responsibility |



Appendix 4



The Hart School Consequence System

C1

**YOU ARE NOT MEETING
CLASSROOM STANDARDS**

(10 Minute Detention)

C2

**YOU ARE CONTINUING TO NOT
MEET CLASSROOM STANDARDS**

(20 Minute Detention)

C3

**YOU ARE NOW PERSISTENTLY
AFFECTING THE LEARNING OF
OTHERS**

(30 Minute Detention)

**If you are persistently not meeting the classroom standards or you are in
serious breach of the classroom expectations then this may result in removal
from the classroom**

Values

**Solidarity | Democracy | Equality and Equity | Self Help |
Ethical Values | Self Responsibility |**



Appendix 5

Consequence System Staff Guidance

Please do not issue a consequence unless you have followed the quick guidance for positive behaviour management in the classroom.

You **MUST** also give the student the opportunity to correct their mistake before issuing a consequence.

Only add the most serious consequence on Class Charts but not until the end of the lesson.

Consequence	First Time	Consecutive
C1 – Not meeting expectations	<ul style="list-style-type: none"> 10-minute detention Log on Class Charts Failure to attend detention would result in to a C2 	<ul style="list-style-type: none"> If a C1 is issued for a consecutive lesson or two lessons within a short period of time, then you must phone home. This would then result in an escalation to a C2. Consider strategies such as learning environment seating plan or additional support
C2 – Continuing to not meet expectations	<ul style="list-style-type: none"> 20-minute detention Log on Class Charts Failure to attend detention would result in escalation to a C3 	<ul style="list-style-type: none"> If a C2 is issued for a consecutive lesson or two lessons within a short period of time, then you must phone home. This would then result in an escalation to a C3. Consider strategies such as mediation session, parental meeting or faculty monitoring card
C3 – Persistently affecting the learning of others OR Plan B removal or significant incident e.g. swearing or aggression	<ul style="list-style-type: none"> 30-minute detention within faculty Log on Class Charts Failure to attend detention would result in escalation to a C4 with the Faculty Director If a plan B removal or significant incident then a mediation session must take place with staff before the following lesson 	<ul style="list-style-type: none"> If a consequence is issued for a consecutive lesson or two lessons within a short period of time, then you must phone home. This would then result in an escalation to a C4. If a C3 is issued for a consecutive lesson within a short period of time, then you must arrange a parental meeting. This would then result in an escalation to a C5. Consider strategies such as parking in another faculty room until parental meeting and a faculty monitoring card monitored by the Director of Faculty



Beyond the Classroom Consequences

Consequence	First Time	Consecutive
C4 – Failure to attend C3 detention OR C3 and consecutive consequence issued	<ul style="list-style-type: none">• 60-minute detention within faculty• Log on Class Charts• Letter home from Director of Faculty• Failure to attend detention would result in escalation to a C5	<ul style="list-style-type: none">• If a C4 is issued twice in a half term, then you must arrange a parental meeting alongside the Head of Year. This would then result in an escalation to a C5.• Consider strategies such as parking in another faculty room until parental meeting, intervention session and weekly monitoring with the Head of Year until the student meets classroom standards.



Appendix 6

Beyond the Classroom Consequences (Pastoral Team)

Consequence	First Time	Consecutive
<p>C5 – Failure to attend C4 detention</p> <p>OR</p> <p>Consecutive C3 consequence issued</p> <p>OR</p> <p>Significant incident e.g. persistent defiance</p>	<ul style="list-style-type: none"> • 1-day Internal Exclusion in the Reflection Room • Log on Class Charts • Letter home to parents from Head of Year • Students will need to demonstrate that they can meet classroom standards before being allowed back into lessons • Failure to meet expectations in the Reflection Room would result in either another issue of a C5 or escalation to a C6 	<ul style="list-style-type: none"> • If a C5 is issued twice in a half term, then a parental meeting must take place with the Head of Year. This may then result in an escalation to a C6 if behaviour is persistent across all subjects. • Consider strategies such as Head of Year monitoring card, Class Charts monitoring and a meeting with the Head of Year.
Decision to award a C5 for significant incident to be made by AP /VP/Principal		
<p>C6 – Failure to meet C5 standards</p> <p>OR</p> <p>Serious incident e.g. verbal abuse towards staff or Smoking</p>	<ul style="list-style-type: none"> • Fixed Term Exclusion for a minimum of 1 day or an Extended Period in the Reflection Room • Log on Class Charts • Letter home to parents from Principal • Pastoral Support Plan • Students will need to demonstrate during reintegration meeting that they can meet classroom standards before being allowed back into lessons • Failure to meet expectations or agreement to meet classroom standards during reintegration would result in another issue of a C6 	<ul style="list-style-type: none"> • If a C6 is issued twice in a half term, then an Internal School Case Conference must take place with parents, Head of Year and SLT Link. • Consider strategies such as Head of Year monitoring card, Internal School Case Conference, timetable review • Where behaviour is persistently failing to meet standards across school consider strategies such as alternative provision, managed transfer and hub intervention.
Decision to award a C6 to be made by AP /VP/Principal		
<p>C7 – Dangerous or Malicious</p>	<ul style="list-style-type: none"> • Exclusion for a minimum of 5 days • Future at the school reviewed 	<ul style="list-style-type: none"> • If a C7 is issued twice in a half term, then this would likely result in a permanent exclusion.



<p>incident e.g. physical abuse towards staff</p>	<ul style="list-style-type: none"> • Minimum of a Principals Final Warning issued • Pastoral Support Plan • Students will need to demonstrate during reintegration meeting that they can meet classroom standards before being allowed back into main school • Failure to meet expectations or agreement to meet classroom standards during reintegration would result in another issue of a C5 	<ul style="list-style-type: none"> • A preventative placement at a Pupil Referral Unit may be considered
<p>Decision to award a C7 to be made by VP/Principal</p>		
<p>C8 – Threatening incident e.g. physical assault towards staff or drug use</p>	<ul style="list-style-type: none"> • May be asked to move to another school • Permanent Exclusion considered 	<ul style="list-style-type: none"> • Permanent Exclusion
<p>Decision to award a C8 to be made by Principal</p>		



Appendix 7

Detention System

Detention Type	Procedure	In the event that a child doesn't attend the detention you must:
C1 10-minute detention	<ul style="list-style-type: none"> • Log on Class Charts • Book in during Break 1 or Break 2 • Confirm Child's attendance to the detention on Class Charts 	<ol style="list-style-type: none"> 1. Log on Class Charts Detention System 2. Escalate the detention for the following day or designated Faculty day for a C3 3. Contact parents to make them aware
C2 20-minute detention	<ul style="list-style-type: none"> • Log on Class Charts • Book in during Break 1 or Break 2 • Complete restorative worksheet with student • Confirm Child's attendance to the detention on Class Charts 	
C3 30-minute detention	<ul style="list-style-type: none"> • Log on Class Charts • Book in after school with the classroom teacher • Contact Parents/Carers to discuss behaviour and confirm day of detention • Complete restorative worksheet with student • Confirm Child's attendance to the detention on Class Charts 	
C4 60-minute detention (Director of Faculty)	<ul style="list-style-type: none"> • Director of Faculty to Log on Class Charts • Book in after school with the Director of Faculty in C32 • Contact Parents/Carers to discuss behaviour and confirm day of detention • Complete restorative worksheet with student • Confirm Child's attendance to the detention on Class Charts 	<ol style="list-style-type: none"> 1. Log on Class Charts Detention System 2. Escalate the detention to SLT detention on a Friday evening 3. Inform Head of Year 4. Contact parents to make them aware <p>If a child does not attend SLT detention then this will result in a C5 (Internal Exclusion)</p>



C4 Detention rota

Monday	Tuesday	Wednesday	Thursday	Friday
Student Support Officer Rotation	Student Support Officer (Rotation)	Head of Year (Rotation)	Head of Year (Rotation)	SLT Detention
Late Detention	Maths	English	Science	Late Detention
	Design	Performing Arts	PE & Health	
	Late Detention	Humanities & MFL	Computing & Business	
		Late Detention	Late Detention	



Appendix 8

Punctuality

To begin week beginning 9th September 2019

- JRU to be present on the gate from 8.30, week beginning 2/9/19 issuing warnings to students.
- 1st time late – student receives 10-minute detention, break time – B09 on the same day, slip given out on gate, student's responsibility to get there.
- Repeat offender (more than one in a fortnight) receives 20-minute detention after school on the same day, parent mail text to go home. Student's responsibility to get there. Following this, student will then check in with JRU every am prior to registration.
- Persistent lateness, parents called in for meeting with JRU/CWA to discuss strategy moving forward. Which may include bedtime routines – packing school bag ready for the next day, getting to bed earlier, setting a time for a television in the bedroom to be turned off morning routines – setting the alarm earlier, set time for a little lie-in, no television until ready for school (and maybe not even then), having breakfast before leaving home, so no need to call in at the shop, meeting a reliable friend to walk to school with coming to school for breakfast club if available
- Finding out if parents would lose their job if they were late once a week. Pupils should establish good punctuality habits while they are young.
- Send letters following improvement



QUICK GUIDANCE FOR POSITIVE BEHAVIOUR MANAGEMENT PAGE 1

Before your class arrive ensure that you are familiar with the procedures for consequence and reward, you have displayed the learning expectation and have a suitable 'Connect' activity prepared.

POSITIVE PREPARATION FOR LEARNING (PPL)

Greet your class warmly at the door, make sure you have their full attention and instruct them to stand silently behind their chairs before inviting them to sit down and begin their learning.

ENGAGE THE CLASS IN THE 'CONNECT' ACTIVITY

Instruct the class to complete the 'Connect' activity that you have prepared. Take the register whilst the students are engaged with their task.

SET CLEAR LEARNING CONDITIONS FOR EACH ACTIVITY

Select appropriate working conditions for each learning activity and communicate them to the class concisely and effectively. Below are some examples you can use.

- | Independent Focus | Key Instruction | Class Discussion | Peer Support |
|--|--|--|--|
| <ul style="list-style-type: none">• Focus on your work• Work without speaking• Raise your hand if you would like support | <ul style="list-style-type: none">• Give the teacher your full attention• Listen actively to instructions• Ask questions at the end of the instruction | <ul style="list-style-type: none">• One person speaks at a time• Always listen to the person speaking• Raise your hand to contribute | <ul style="list-style-type: none">• Learning based talk only• Your discussion should not be heard clearly by other tables• Raise your hand if you would like support |

USE PRAISE AND REWARD EARLY IN THE LESSON

Look for opportunities to praise and reward students as early as possible in order to set a positive and motivational tone for the lesson. Focus on positive behaviour for learning, good contribution and excellent work.



QUICK GUIDANCE FOR POSITIVE BEHAVIOUR MANAGEMENT PAGE 2

USE POSITIVE BEHAVIOUR MANAGEMENT STRATEGIES

When a student appears off task or does not meet the expectations you have set, use behaviour management strategies to positively reengage the student with their learning.

USE THE BEHAVIOUR MANAGEMENT PROCEDURE CORRECTLY

Use the behaviour management procedure only when a student has chosen not to meet the expectations you have set and the positive behaviour management strategies have failed to rectify the behaviour. Start a C1 and progress sequentially through the procedure if behaviour persists despite warnings.

"I must now issue you with a C1 for refusing to follow instructions, now focus on producing some excellent work like I know you can."

REQUEST SUPPORT WITH BEHAVIOUR WHEN NECESSARY

In the event that a student reaches C3 and their behaviour is disrupting the learning of others, it is time for them to be escorted to a plan B classroom for a fresh start. If there is no one available in your subject area, the member of staff "on call" will make a professional judgement and either deescalate or take the student to the reflection room.

RECORD BEHAVIOUR, BOOK A SANCTION AND HAVE A RESTORATIVE CONVERSATION

If you have issued a consequence be sure to log the behaviour on Class Charts and book the appropriate sanction. The detentions are as follows...

C1 = 10 minutes C2 = 20 minutes C3 = 30 minutes

Always be sure to meet with any student to whom you have issued a sanction in order to carry out a restorative conversation. This is essential to preserving positive relationships, clarifying expectations and preventing future negative behaviour.



Appendix 10

C3 - “On Call” Procedure

As the on-call member of staff you will be responsible for the following:

- Responding swiftly to requests for support with defiant and disruptive behaviour during lesson time.
- Deescalating negative behaviour and ensuring that all incidents are dealt with according to the Hart School’s behaviour management process.
- Maintaining a vigilant and active presence around the school, particularly in areas where negative behaviour occurs more frequently.

At the beginning of your on-call period, make sure that you have a radio which is switched on and set to the correct channel, a tablet is available to check Class Charts and a highly visible jacket is worn at all times. It is important that the on-call member of staff is reachable at all times during their on-call period.

Your duty will consist mainly of responding to C3 ‘removals’ or to assist with de-escalation of behaviour.

When a pupil reaches C3 in the consequence escalation process for either dangerous behaviour or behaviour that is severely affecting the learning of others, the pupil will need to be removed from the classroom and taken to a ‘Plan B’ classroom (usually within faculty to a member of staff with additional responsibility) to have a fresh start. You will then need to log the follow up on Class Charts so that the classroom teacher or Faculty Director can take appropriate action.

Here is the process for assisting with a C3 removal:

1. Enter the specified classroom and ask the subject teacher how they would like you to help and that you will discuss behaviour outside of the classroom.
2. Instruct the pupil politely to accompany you outside the classroom - “Sam, come with me please.” Take the pupil’s work with you and be sure to clarify with the subject teacher to which room you will be escorting the pupil.
3. Outside of the classroom ensure that the pupil is standing still, facing you and giving you their attention.
4. If the pupil is visibly frustrated, angry or upset, take a moment to help the pupil become calm. Saying to the pupil “Explain to me what has happened...” and taking a moment to listen to the pupil can help the de-escalation process.
5. Clarify with the pupil where they are in the escalation process and what will be happening next - “You have received a C3 which will mean that you will be required to meet with your teacher to discuss what has happened. Right now, we must get



you to another classroom so that you can have a fresh start and complete the rest of your lesson successfully.”

6. If the pupil shows signs of refusal, explain to them calmly that refusing to go to the next classroom will result in them being issued with an Internal Exclusion.

7. Escort the pupil to the designated classroom. Ensure that the pupil sits in the seat specified by the teacher and appears calm and compliant before leaving.

8. If the Plan B room is unavailable, find an alternative room (in the same subject faculty is possible) where the pupil can spend the rest of their lesson. Do not take the pupil straight to the Reflection Room.

In the case of a reflection room removal, open the door of the Reflection Room and wait with the pupil at the threshold whilst the supervisor receives the pupil and issues their instructions.



Compliance Checks

Compliance checks are an opportunity to check that all students are meeting expectations resulting in a harmonious approach to learning.

- The compliance checks will start on the year group zone before students are dismissed in silence at 08:40am.
- Students who are not meeting expectations of behaviour, equipment and uniform are to remind behind.
- Paper registers will be handed in to the Student Support Officer whilst being dismissed as this will allow the member of staff monitor this efficiently.
- The Student Support Officer will then log any issues of non-compliance on to class charts. The Student Support Officer will be stocked with equipment and uniform loans along with items available to purchase.
- Any items loaned will require the student to return the item to the Student Reception between 3:10-3:20pm.

Fortnightly Focus

All members of staff with pastoral responsibility will conduct unannounced trawls through a fortnightly focus. The Assistant Principal - Behaviour, will lead this and quality assure the process. As a member of staff, you should be able to walk into any classroom across the school and students will have equipment out on the desk, fully equipped and prepared for the day.

A rota for the week will be available via Office 365 and all findings will be recorded via Class Charts.

When a trawl is taking place as there will be a specific focus for the trawl e.g. attitude, equipment and uniform. Every trawl should be unannounced, and two members of staff should undertake the trawl, where possible. Every class in every year group should receive at least two visits per week. If the focus is on uniform, then students will be required to stand.

Any student that is not meeting the expectations of the visit will undertake the following procedure:

- Removal from the lesson
- Explain the reason to the member of staff



- Go with the member of staff to either resolve the issue immediately or contact parents for a resolution
- Follow the instructions of the member of staff undertaking the trawl
- The member of staff will then either place the student back into lessons, enrol them into the reflection room or work with the student until the matter is resolved. This must be logged on Class Charts.
- Be issued with a 10-minute detention

At the end of any given trawl, any student that is removed from a lesson will be subject to a letter home outlining the reason that they have not met expectations and what the next steps are.

If a student is not meeting expectations on a consecutive visit to the classroom, they will be issued follow the same procedure as above and be issued with a 30-minute detention. In the event, that a matter cannot be resolved with immediate effect, they will be taken to the reflection room until the member of staff is certain that the matter is resolved.



Appendix 12

Equipment

It is compulsory that all students attend school with a fully equipped pencil case. As a minimum, the pencil case will be stocked with:

- Pen (black only)
- Pencil
- Ruler
- Rubber

Students at Key Stage Four will be expected to have a clear pencil case in preparation for PPE and official examinations.

Students shall have the opportunity to purchase a stocked pencil case through the school however, this is not essential should they wish to source their own equipment elsewhere. The School will support students where finances are an issue.

All students will be required to present their pencil case on the zone to ensure they are equipped for the day. Any students that are not equipped will remain behind on to speak to the Student Support Officer. The Student Support Officer will then log any issues of non-compliance on to class charts. The Student Support Officer will be stocked with equipment along with items available to purchase. Any items loaned will require the student to return the item to the Student Reception between 3:10-3:20pm. Students **MUST NOT** be allowed out of lessons before this.

Student Support Officers will continue compliance checks through period one. The Head of Year will also conduct trawls of their year group throughout the day to ensure all equipment is out on the desk.

Equipment will also be available for purchase before school, during Break 1 and Break 2 at Student Reception.

Equipment Non-Compliance

If a student still hasn't resolved any equipment non-compliance issues after a 48-hour period, the Form Tutor will contact home to seek a resolution. The student will then be issued with a 10-minute detention with the Form Tutor unless there are extenuating circumstances.



Loaned Items

- Failure to return the borrowed item by the 3:10-20pm deadline would result in a 10-minute detention.
- 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 equipment or uniform would result in an admission to the Reflection Room or Isolation with the Form Tutor/Student Support Officer/ Head of Year until the matter is resolved.

Repeat Offences

- Any repeat issues should be dealt with by the Student Support Officer and Head of Year. Parents should be contacted, or pastoral support provided if circumstances prevent the issue from being resolved with immediate effect. The School will support students where finances are an issue.
- A repeat offence should result in a sanction of a 10-minute restorative detention. The restorative detention will take place at either Break 1 or Break 2 on the same day.

Persistent Offences

- Persistent Offenders should be sanctioned in accordance with the behaviour policy. If the matter can't be resolved by the FT/SSO/HOY then they should seek advice from the SLT Link or Assistant Principal – Behaviour. The matter should be resolved within a 48-hour period.
- Persistent Offences should result in a SLT detention unless there are extenuating circumstances. Persistent Offences should result in a SLT detention unless there are extenuating circumstances, but a plan should be in place to resolve the matter.



Creating an atmosphere of contribution

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 positive community points on Class Charts. A student cannot gain more than two signatures from a single member of staff per day. The school values are located on the back of the card.

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

Management of The Hart Card

- 1) Hart Card's will be monitored by the form tutor as part of the routine tutor checks on a Monday morning.
- 2) Form Tutors will record the completed cards via 'the Hart Card' button on Class Charts and issue a new card.
- 3) Students recognised for their positive contributions at the end of each half term in assembly.
- 4) Students can only receive a maximum of two signatures per staff member each day.

Hart Card Check Points

In order to support the school environment and a culture of compliance, The Hart Card Check Points will be set up during Break 1 and Break 2. These check points will be



located on each zone area run by sixth form students and overseen by Student Support Officers.

The check point station will contain a sign-up sheet for various community tasks that need to be completed by students. Each task will either be assigned with one or two signatures depending on the significance. Each task could include:

- Administrative tasks
- Cleaning
- Litter Picking



Appendix 14

Rewards

Students' will be recognised for their achievements by receiving one positive point every time they meet the classroom standards in a lesson. If students achieve a green point every lesson for the academic year they will be able to achieve 900 positive points. Alongside the manners scheme, students will have the opportunity to exceed 1000 positive points. Every time a student hits a certain threshold there will be a reward attached. The threshold is as follows:

- Gold Learner = 1000 Class Charts points
- Silver Learner = 750 Class Charts points
- Bronze Learner = 600 Class Charts points
- Community Award = 100 Hart Card points
- Sustained Community Award = 200 Hart Card points

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

- Postcards (Log on ClassCharts via Postcard button – 5 positive points)
- Positive phone calls home (Log on ClassCharts via positive phone call button – 2 positive points)

Students will be recognised for their positive contributions at the end of each half term along with a certificate distributed in assembly.

The top community contributing students will receive reward at the end of each half term, a certificate distributed in assembly and lunch with the Principal.



Student Reception

- Student reception will operate on limited hours to minimise students out of lessons. It will be open from 8:00am until 8:45am and then again during Break 1 and Break 2.
- It will then be operated by a student support officer at the end of the school day to collect any borrowed equipment and uniform between 3:10pm-3:20pm.
- Any equipment non-compliance will be addressed on the zone. All borrowed equipment must be returned to student reception between 3:10-3:20pm.
- Students will be allowed to purchase and loan equipment at the designated opening times during the school day, but they should not be permitted to leave a lesson under any circumstances.
- Students who are not in full uniform will be addressed by the Student Support Officer on the zone therefore borrowing uniform from Student Reception should be minimal.

Students should not be let out of lessons early under any circumstances.



Uniform

To maintain high standards of uniform and presentation, daily checks will take place during the AM session on the zone. The form tutor will conduct these checks initially. The Head of Year will confirm standards of uniform for each student when they are dismissed at 08:40am. Students who are not compliant will need to remain behind to discuss any issues of non-compliance with the Student Support Officer.

The Student Support Officer will then log any issues of non-compliance on to class charts. The Student Support Officer will be stocked with uniform loans. Any items loaned will require the student to return the item to the SSO office between 3:10-3:20pm. Students MUST NOT be allowed out of lessons before this.

Student Support Officers will then address any issues of non-compliance and uniform repeat offences. Any issues logged should be followed up with communication to parents from either the form tutor or Student Support Officer. Student Support Officers will continue compliance checks until the end of period one.

The uniform expectations are as follows:

- Grey Blazer with School Badge
- Plain white shirt with stiff collar and a top button
- School tie
- Black school trousers (not leggings, jeggings, tight fitted trousers or jeans)
- Black tailored school skirt – KNEE LENGTH (official school skirt compulsory for year 7)
- Plain black tights or socks
- Plain black, polishable leather shoes – no colour logos
- Hair colour should look natural
- Facial piercings and tattoos are not allowed.
- One pair of gold or silver stud earrings only, may be worn in the ears
- Shirts must be tucked in at all times.
- Hooded tops and fashion jumpers are not permitted
- Blazers must be worn at all times unless permission is given by the class teacher
- Make up is discouraged but when worn, should be discrete and natural-looking
- Nails should be natural-looking and short enough to permit safe sporting activities. They must be a pale, nude colour (No glitter)



- All students must bring a school bag
- All students must bring a fully stocked pencil case

Uniform Non-Compliance

Loaned Items

- Failure to return the borrowed item by the 3:10-20pm deadline would result in a 10-minute detention.
- 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 would result in an admission to the Reflection Room or Isolation with the Form Tutor/Student Support Officer/ Head of Year until the matter is resolved.

Repeat Offences

- Any repeat issues should be dealt with by the Student Support Officer and Head of Year. Parents should be contacted, or pastoral support provided if circumstances prevent the issue from being resolved with immediate effect. The School will support students where finances are an issue.
- A repeat offence should result in a sanction of a 10-minute restorative detention. The restorative detention will take place at either Break 1 or Break 2 on the same day.

Persistent Offences

- Persistent Offenders should be sanctioned in accordance with the behaviour policy. If the matter can't be resolved by the FT/SSO/HOY then they should seek advice from the SLT Link or Assistant Principal – Behaviour. The matter should be resolved within a 48-hour period.
- Persistent Offences should result in a SLT detention unless there are extenuating circumstances, but a plan should be in place to resolve the matter.



Appendix 17

Zones

- Year 7 Zone = Outside C12 and C13 (Mobiles)
- Year 8 Zone = Top Tennis Court
- Year 9 Zone = Top Tennis Court
- Year 10 Zone = Bottom Tennis Court
- Year 11 Zone = Outside Hall

AM.

- 1) Bells and three staff whistles to sound at 08:30am. Students to line up in their tutor groups in register order. Students will be assigned a number and a line.
- 2) SLT/HOY to ensure students are in silence facing the front.
- 3) The form tutor will then complete a paper register in silence whilst moving down the line ensuring students are present, in full uniform and equipped with a full pencil case to hand. The Form Tutor should then ask students who are not compliant to remain behind.
- 4) Students are **dismissed in silence at 08:40am** leading off in single file with a silent transition to the classroom. Students who are not meeting expectations of behaviour, equipment and uniform are to remain behind. Paper registers will be handed in to the Student Support Officer whilst being dismissed.
- 5) The Student Support Officer will then log any issues of non-compliance on to class charts. The Student Support Officer will be stocked with equipment and uniform loans along with items available to purchase. Any items loaned will require the student to return the item to Student Reception between 3:10-3:20pm.
- 6) Student Support Officers will then address any issues of attendance, non-compliance, punctuality and repeat offences. Any issues logged should be followed up with communication to parents from either the form tutor or Student Support Officer. Student Support Officers will continue compliance checks until the end of period one.



PM.

Staff need to arrive on the zone at no later than 2:05pm

- 1) Bells and Staff whistle to sound at 14:00pm. Students to line up in their teaching groups in register order. Staff should arrive at their designated marker by 14:00pm at the latest in order to ensure a smooth transition. Students must be in register order and will be assigned a number.
- 2) SLT/HOY to ensure students are in silence facing the front.
- 3) The classroom teacher will then complete a SIMS register in silence whilst moving down the line ensuring students are present, in full uniform and equipped with a full pencil case to hand. The classroom teacher should then ask students who are not compliant to remain behind. The Student Support Officer will note down any students that have not attended the zone.
- 4) Students are **dismissed in silence at 14:10pm** leading off in single file with a silent transition to the classroom. Students who are not meeting expectations of behaviour, equipment and uniform are to remain behind. Paper registers will be handed in to the Student Support Officer whilst being dismissed.
- 5) The Student Support Officer will then log any issues of non-compliance on to class charts. Any students who had loaned items during the AM session will be reminded that they are required to return the item to the student reception between 3:10-3:20pm. Students **MUST NOT** be allowed out of lessons before this.
- 6) Student Support Officers will then address any issues of non-compliance, punctuality and repeat offences. Any issues logged should be followed up with communication to parents from either the Student Support Officer or Head of Year.