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Version No. 1	BEHAVIOUR & FUNDAMENTAL VALUES POLICY Performance Committee	

BEHAVIOUR & FUNDAMENTAL VALUES POLICY

This section should be completed following ratification of the Policy:

	Name	Signature	Date
Chair of Sub-Committee's Approval	Simon Swaffer		July 2019
Chief Executive Officers Approval	Paul Watson		July 2019
Chair of Trust's Approval	Becky Hickford		
Recommended Review Date:	Annually – July 2020		

Ownership

Preston Hedge's Academy Trust and its associated schools are responsible for the production and maintenance of this document. It is issued by the Clerk, Catherine.gautrey@prestonhedges.org to whom any change requests or queries should be directed.

Version Control

This document is issued and maintained in accordance with Preston Hedge's Academy Trust procedures. Any change to the document will increase its version number. It is the responsibility of the reader to check with the Clerk that this is a currently valid copy.

Version	Date	Description of Change	Changed By
1	11.9.06	Unknown	Unknown
2	12.11.09	ECM Committee amendments	ECM, SS
3	Nov 2010	Annual Review – No changes	PW
4	Nov 2011	Annual Review with minor changes	PW/TB
5	Jan 2013	Annual Review with minor changes	PW
6	March 2014	Annual Review with minor changes	PW
7	March 2015	Annual Review – No changes	PW
8	March 2016	Annual Review with minor changes	PW
9	May 2017	Annual Review with updates	TC
SWB 8 V1	June 2017	Review following meeting with Ofsted	TC
SWB 8 V2	July 2018	Update in line with new guidance	LJ/ Executive Team
P2 v1	July 2019	Annual Review	Executive Team

PRESTON HEDGE'S ACADEMY TRUST

BEHAVIOUR & FUNDAMENTAL VALUES POLICY

Aim

The overriding aim of the staff, governors, Trust members and schools of Preston Hedge's Academy Trust is to have an pro-active approach to behaviour and values within their schools, that create a strong and positive culture and ethos where inappropriate pupil behaviours are less likely to happen, and where children have an exceptionally positive attitude towards the school, their learning and others.

Through our strong values based curriculum and systems, we will promote the highest levels of citizenship to ensure that our pupils have the attitudes and approaches to be properly prepared for their future life insociety. This will enable them to fulfil a positive role within society as tolerant, respectful and socially responsible young people and adults.

In line with Keeping Children Safe in Education September 2018, a copy of this policy is given to new staff and volunteers upon induction alongside other key policies.

Where there is a safeguarding concern alongside any behaviour incident, Principals will work alongside the DSL/ deputy to ensure safe and effective application of the policy including consideration to accessing external agencies.

Positive Behaviour Management

In keeping with our Teaching and Learning Policy and Behaviour Agreement, which is signed by parents/guardian when a child enters one of our schools, the following is used to encourage children to behave appropriately:

- ✓ A curriculum that is tailored to the learning needs of the pupils.
- ✓ The provision of a positive, calm and happy environment.
- ✓ Clear expectations communicated regularly.
- ✓ Praise, praise, praise.
- ✓ A positive approach taken with pupils
- ✓ A 'values' based curriculum that encourages and rewards children for demonstrating the school's fundamental values. A 'values' based rewards system, which is adapted to meet the needs of the local community and appropriately reflect the age of the children.
- ✓ Rewards to recognise and celebrate children which have demonstrated that they have embodied the school's expectations and values superbly.
- ✓ Pupils' academic achievement valued through presentations and quality displays.
- ✓ Celebration assemblies that value effort and achievement in and outside of school.
- ✓ Sharing successes, however small, with other adults, parents and the wider community.

We:

- ✓ Relate in a calm and quiet manner. We do not shout at children.
- ✓ Trust, listen, give a chance, encourage, praise, and respect every child and each other.
- ✓ Treat everyone with courtesy.
- ✓ Are consistent.
- ✓ Recognise children's fears and challenges.
- ✓ Are positive and show that we care.
- ✓ Do not jump to conclusions, but deal with each incident afresh.
- ✓ Do not humiliate children.
- ✓ Do not use group punishments to highlight the behaviour of an individual

- ✓ Give access to the full curriculum at all times and do not use it as a sanction (e.g. missing PE).
- ✓ Do not use extra work as a punishment (e.g. more mathematics).
- ✓ Do not use corporal punishment under any circumstance.

Expectations of Behaviour

- ✓ The highest standards of politeness and courtesy.
- ✓ Respect for other people, children as well as adults, and their beliefs and values.
- ✓ Respect for time, views, race, culture, beliefs, property and body of all.
- ✓ To try our best at whatever we do.
- ✓ To get on well with each other by listening to what others have to say, and helping each other wherever possible.
- ✓ Respect for property of our schools and others and also the wider environment.
- ✓ Support and co-operation from parents/carers in regard to our behaviour management

We regularly promote positive behaviour through Personal, Social and Health Education & Citizenship (PSHE), thematic assemblies, individual, group and whole class discussions. Circle Time is used throughout the Trust's schools, to teach, practise and reinforce whole school expectations and to address current issues within the class.

Fundamental Values

Our Fundamental Values, are designed to promote citizenship and equip our children with the positive behaviours required for life in modern society. The Trust recognises that each school has their own individual communities and therefore the values of each school are unique, they are decided in conjunction with the local community. The values of each school are fundamental and are interwoven into the culture and ethos of the school; they are taught and embedded through the curriculum and through focused assemblies. Each school decides how to recognise their children's achievements against the values, to reflect the uniqueness of their local community. To ensure that each local community is aware of the values and how to achieve them, information is detailed on individual school websites.

Behaviour Expectations

At Preston Hedge's Academy Trust, we have extremely high expectations of behaviour. These are reinforced throughout the school year, by using whole school assemblies to remind pupils of expectations, discussions in class to create and revisit class charters, and the use of circle time and reflection time within sessions to discuss and evaluate the expectations the school and its pupils have of themselves and others.

We believe that some behaviours are unacceptable:

- ✓ Physical violence and aggression – or the threat of this (physical intimidation)
- ✓ Fighting
- ✓ Swearing, spitting, name calling, shouting and insults
- ✓ Using technology to threaten, upset, humiliate or offend another person
- ✓ Dropping litter
- ✓ Vandalism, (within the classroom and outside)
- ✓ Disturbing other people who are learning, including regular low-level disruption
- ✓ Continuous disruption to learning which occurs over time and which has a negative impact on the classroom ethos and learning
- ✓ Persistent refusal to follow adult instruction
- ✓ Verbal abuse
- ✓ Any form of bullying

- ✓ Possession of a banned item such as an offensive or lethal weapon in school, be it real or imitation, such as a knife or gun, images or an illegal substance (list in our Safeguarding Policy)
- ✓ Racism,
- ✓ Homophobic bullying or abuse

The approach of the Trust, demonstrated within all of our schools, is one of prevention and active discouragement of inappropriate behaviour and bullying through our values based curriculum, positive behaviour systems and consistent methodologies.

Whilst every effort is made to prevent any inappropriate and unacceptable behaviour, where it does occur, the following procedures will be followed:

(The following procedures may be adapted as appropriate for individual incidents)

STAGE 1 Very minor incident (Teacher and Child)

A very minor incident involves a discussion between the child and a member of staff, with a reminder of school expectations, and a chance for the pupil to reflect over a full or part of a break or a lunchtime. If the behaviour continues, this will progress to Stage 2.

STAGE 2 Small Incident (Teacher and Parent)

This involves a one to one consultation between the child and a member of staff. Incidents on the playground are reported to the child's class teacher. Parents are contacted and a parental visit form is completed to record this. (See Appendix for Parental Visit Form). The pupil will be given opportunity to reflect on their behaviour over a period of breaks and lunchtimes, the amount of which will be determined during the meeting with the child's parent. The child's class teacher should make every effort to resolve the situation before passing it to Phase Leaders or Senior Leaders

STAGE 3 (Phase Leader and Parent)

The child is referred to the relevant Phase Leader/Senior Leader and the child's behaviour is monitored over an agreed period of time. The child may be removed from the situation or the situation removed from the child, At this point if the behaviour has occurred on the playground the child may be 'zoned' for an appropriate period of time. At this stage teacher concerns are shared within the 'Pastoral' slot of a staff meeting so that all staff are briefed and can give support to the child. Parents are kept fully informed and involved. The class teacher will then have responsibility for monitoring any day to day arrangements which are put in place for the child.

STAGE 4 (Principal/ Senior Leadership Team member and Parent)

If the child is referred again or a significant incident takes place then the matter is reported to the Headteacher/Principal or other members of the school's Senior Leadership Team (where the previous stages cease to be followed). A telephone call is made to the parents informing them of the situation and inviting them to visit the school for a discussion. This is recorded on a Parental Visit Form where the action is recorded and a date diarised to review its success. A pastoral support plan may be set up in consultation with the parents and child. The incident will be recorded on a Behaviour Incident Form (see appendix 2) The school will consider seeking support from appropriate external professionals or agencies if appropriate.

STAGE 5 (Principal /Senior Leadership Team member and Parent)

If the unacceptable behaviour continues and it seems that the support plan is having little effect, the child will go on report (at an age appropriate level), to a member of the school's leadership team. The child will be given clear targets as to what is expected of them. They will be monitored by the leader at the end of every lesson. It may also be appropriate for the

child to undertake part of their learning outside the classroom to limit any potential disruption. Following the end of the report period the child will go on to a daily report before the sanction is removed. Parents will be asked to sign the report every day. The school will consider seeking support from appropriate external professionals.

STAGE 6 (Principal and Parent. In circumstances where the Principal is not available, the most senior member of the SLT will be able to move to this stage, subject to the approval of the Principal or CEO.)

If unacceptable behaviour continues the child's provision will again be reviewed and the parents will be contacted.

If this behaviour continues during lessons an internal exclusion may be given for a fixed period, or if the behaviour relates to the child's provision the individual school would consider a more appropriate, reduced timetable for that child. This would mean for a fixed period the child would only attend that school on a part-time basis in order for the school to better meet their needs. There are no specific time scales for this but the Principal of the individual school would have to consider the length of time required for the situation as appropriate, against the notion that if a child is not in school their needs are not being fulfilled. In other schools, such sanctions have been used for a term or longer. The school will ask the Education Entitlement Services of the LA for support and to review the part time timetable. If this sanction is used on a repeated basis, the individual school and the child's parents might well want to consider whether that school was the most appropriate provision in such circumstances. At this point, the Trust's CEO will be notified, and kept informed of future stages.

STAGE 7 - EXCLUSION AND MANAGED MOVES

The Government and LA exclusion procedures will be adopted.

When one of the Trust's schools excludes a child for a fixed period, this will be followed by a reintegration meeting that will be held at that school, prior to the child's return; parents will be expected to attend.

The Principal of a school may also, in extreme circumstances, exclude a pupil without prior completion of all the above stages. Parents have the right of appeal to the Governing Body. Exclusion is seen as a last resort.

Behaviour, discipline and exclusions will be reported to the CEO and Chair of The Trust.

In instances where a Trust school feels that it would be entirely inappropriate for a child to continue at the school, the Principal would offer the child's parents the possibility of a managed move to a different school outside of the Trust.

Managed moves are an alternative to permanent exclusion. They are subject to review, usually after half a term. With consent from all involved parties, the /Principal may initiate a managed move to another school outside of the Trust, in order to enable the pupil to have a fresh start in a new school. This is always done with the full co-operation of all parties involved, including the parents and governors.

The Trust Board will not consider a managed move within the Trust.

ONLINE BEHAVIOURS

In the event that inappropriate behaviour towards another has taken place using technology, the school will follow the procedure detailed in the antibullying policy and Online safety policies to support actions which may ultimately be taken under this policy. The school has a right to

follow the procedures detailed in the stages above, even if the event took place on personal technology used outside of school.

LUNCHTIMES

The same expectations will apply to lunchtimes, with the school expecting the same standards of behaviour, with the appropriate points in Stages 1 to 4 being applied.

If the behaviour is persistent at lunchtime a fixed term exclusion from lunchtimes may well be given, with a reintegration meeting arranged with the parents and child following the conclusion of the exclusion. This meeting occurs before the child can return to a school at lunchtimes so that all concerned understand that a repeat of the behaviour could result in permanent exclusion from lunchtimes, although this can only be a maximum of 15 days.

CRITICAL INCIDENTS

If a critical incident stems from a significant breach of the Trust's Behaviour Policy, the Trust's Planned Response within its Critical Incident Policy will be adopted. In such situations other agencies such as the police may assume overall management of the incident. At all times in such circumstances, the individual school's Leadership Team and Governing Body will link together with support of the Academy Trust. The community should be aware that if the incident was related to unacceptable behaviour, we will use this policy following the management of the incident.

Within the Preston Hedge's Academy Trust we are proud of our children and the way that they behave.

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