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Version No. 2	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		June 2020
Chief Executive Officers Approval	Paul Watson		June 2020
Chair of Trust's Approval	Becky Hickford		June 2020
Recommended Review Date:	Annually – June 2021. Guidance in Appendix relating to Covid-19 as required.		

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
P2 V2	June 2020	Annual Review & Covid Changes	Executive Team & Performance Committee

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 in society. This will enable them to fulfil a positive role within society as tolerant, respectful and socially responsible young people and adults.

We begin this work with our children as soon as they enter our school in Reception. This ensures a consistent set of expectations throughout our schools.

In line with Keeping Children Safe in Education September 2019, 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 bespoke Well-Being and Personal, Social and Health Education & Citizenship (PSHE) curriculum, 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 in or out of school
- ✓ 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
- ✓ Behaviours which do not comply with the Covid-19 related 'staying safe rules'. Where this occurs the following approach will be adopted:

- The pupil will be reminded by staff about the rules and what they need to do in order to comply with them. However, if:
 - A pupil repeatedly breaks the staying safe rules
 - A member of staff is satisfied that a pupil has deliberately broken the staying safe rules and/or

A pupil breaks the staying safe rules in such a way that, in the member of staff's judgement, puts others at risk. Then, depending on the circumstances and taking the pupil's age and special needs (if relevant) into account, a school is entitled to deal with the matter as a disciplinary issue under this behaviour policy. Any sanctions that are applied will be reasonable, proportionate and fair and may include a fixed term or permanent exclusion provided it is compliant with the DfE's statutory exclusions guidance.

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 or they have noticed a pattern of behaviours within lessons. Parents are contacted and a parental visit form is completed to record this. The pupil will be given opportunity to reflect on their behaviour over a period of breaks and lunchtimes. 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 and a support plan is put in place. 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 instances 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.

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

Appendix 1 – Covid Changes effective 1st June 2020:

Behaviour and Fundamental Values Policy – Covid Appendix

This appendix will be updated as required to reflect Government guidance.

Timescales:

The arrangements come into force on 1 June 2020 and will apply to all exclusions occurring from then until 24 September 2020 (inclusive of those dates). The arrangements also apply to:

- permanent and fixed term exclusions occurring before 1 June which have not yet been considered by the governing board of the school
- permanent exclusions occurring before 1 June which have been considered by the governing board, if they have chosen not to reinstate the pupil and the time limit to apply for a review of this decision has not passed
- permanent exclusions occurring before 1 June where a parent (or pupil aged 18) has requested a review of a governing board's decision, but this has not yet happened

Any exclusions covered by the arrangements will continue to be subject to them after 24 September 2020, until the procedures for scrutiny of the exclusion have been exhausted.

An exclusion should be taken as having 'occurred' on the first day of the exclusion (not the date when the decision to exclude was made or communicated).

Remote access meetings:

When governing boards or independent review panels (IRPs) have to meet to consider an exclusion, they can do so via telephone or video-conference software ('remote access') as long as certain conditions are met.

The conditions are that it is not reasonably practicable for the meeting to take place in person, within the usual timescales, because of coronavirus (COVID-19), and that the governing board (or arranging authority, if the meeting is an IRP) is satisfied that:

- all the participants agree to the use of remote access
- all the participants have access to the technology which will allow them to hear and speak throughout the meeting, and to see and be seen, if a live video link is used
- all the participants will be able to put across their point of view or fulfil their function
- the meeting can be held fairly and transparently via remote access

It is the responsibility of the school governing board (or the arranging authority in the case of an IRP meeting) to make sure these conditions are met before a meeting takes place.

The governing board or arranging authority should assess the facts of the case, the circumstances in which a meeting in person could be expected to take place, the needs of the intended participants (as far as this is possible), and the latest public health guidance when determining whether it would be reasonably practicable to meet in person.

Arranging a remote access meeting:

The governing board or arranging authority should explain the technology they propose to use to participants and should make sure that the participants (particularly pupils and their families) know that they do not have to agree to a meeting to be held via remote access if they do not want to. They should make families aware that if they do not consent to a remote access meeting then the meeting is likely to be delayed.

Though all participants must have agreed to the use of remote access, where a parent or pupil has given their agreement for a meeting to be held via remote access, the other participants should make reasonable efforts to accommodate that preference unless there is a clear reason not to.

The normal requirements for who must be invited to a governing board or IRP meeting remain in place. However, those who have no intention of taking part in the meeting should not be treated as 'participants' for the purposes of the conditions stated above.

Governing boards, arranging authorities and panel members must comply with relevant equalities legislation and recognise that some participants may find it difficult to participate in a remote access meeting (for example, if someone has a disability or if English is not their first language).

If a meeting is held via remote access, every effort should be made by the chair to check the participants understand the proceedings and can engage with them, to ensure the meeting is conducted fairly. If, once the meeting starts, the meeting cannot proceed fairly (for example, because a participant cannot access the meeting), the governing board or IRP should adjourn the meeting.

The use of remote access does not alter other procedural requirements that may apply to governing boards, arranging authorities or IRPs. For example, if a parent requests the appointment of a special educational needs (SEN) expert to advise a review panel, the local authority/academy trust must appoint one and cover the cost as normal. Parents may bring a friend or representative, as normal.

Though governing boards and IRPs must consider written representations if they are made, the law does not allow for solely paper-based 'meetings', conducted in writing.

As long as the conditions for a remote access meeting are met, it is possible for some participants to be present in person and for others to join the meeting via remote access. All the participants must have access to technology which will allow them to hear and be heard by others throughout (and to see and be seen throughout, if a live video link is used).

Timescales for meetings of governing boards:

If it has not been reasonably practicable for governing boards to meet in person within the original time limit for a reason related to coronavirus (COVID-19) or remotely for a reason relating to the other conditions for a remote access meeting, the time limit for the meeting will be extended.

The time limit for a governing board meeting will not be extended if it has already passed before 1 June. The government appreciates that it may not have been possible to meet the normal time limits over recent months, due to the disruption caused by the coronavirus (COVID-19) outbreak and the health risks of holding meetings. Governing boards should arrange for overdue meetings to take place via remote access, if the conditions for such a meeting are met, or in person as soon as it is safe and practicable to do so.

If a time limit for a meeting has been extended, the governing board should reassess at regular intervals whether it is reasonably practicable to meet in person and, if it is, should arrange to do so without delay, in light of the need to minimise uncertainty for pupils and their families as far as possible.

Meetings to consider permanent exclusions, and fixed period exclusions resulting in the pupil missing more than 15 school days in a term:

If a pupil is permanently excluded or receives a fixed period exclusion which results in them having been excluded for 16 or more school days in a term, then the governing board should try to meet to discuss reinstatement within 15 school days. If it has not been reasonably practicable for the governing board to meet face to face within 15 school days for reasons relating to coronavirus (COVID-19), and it has not been reasonably practicable to meet by way of remote access for a reason relating to the conditions for a remote access meeting, the limit will be extended to 25 school days, or as long as reasonably necessary for a reason related to coronavirus (COVID-19).

Meetings to consider fixed period exclusions resulting in the pupil missing between 6 and 15 school days in a term:

If a pupil receives a fixed period exclusion which results in them having been excluded for at least 6 school days in a term but not more than 15 school days in that term, and the parent (or pupil, if aged 18 or above) chooses to make representations about the exclusion, then the governing board should meet to discuss reinstatement within 50 school days. If it has not been reasonably practicable for the governing board to meet face to face within 50 school days for reasons relating to coronavirus (COVID-19), and it has not been reasonably practicable to meet by way of remote access for a reason relating to the conditions for a remote access meeting, the limit will be extended to 60 days, or as long as reasonably necessary for a reason related to coronavirus (COVID-19).

Timescales for application for independent reviews of exclusions:

Where a governing board declines to reinstate a pupil who has been permanently excluded, parents (or the excluded pupil, if they are 18 years old or above) can apply for a review of the governing board's decision.

For exclusions covered under these arrangements, the deadline for applications has increased to 25 school days from the date on which notice in writing of the governing board's decision is given to parents, or directly to the pupil if they are 18 or above.

Schools must wait for the extended period of 25 school days to pass without an application having been made before deleting the name of a permanently excluded pupil from their admissions register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 as amended.

Timescales for meetings of independent review panels to consider permanent exclusions:

If it has not been reasonably practicable for a review panel to meet in person within the original time limit of 15 school days for reasons related to coronavirus (COVID-19), and it has not been reasonably practicable to meet by way of remote access for a reason relating to the other conditions for a remote access meeting, the timescale for the meeting will be extended to 25 school days, or as long as reasonably necessary for a reason related to coronavirus (COVID-19).

The time limit for an IRP meeting will not be extended if it has already passed before 1 June. The government appreciates that it may not have been possible to meet the normal time limits over recent months, due to the disruption caused by the coronavirus (COVID-19) outbreak and the health risks of holding meetings. Arranging authorities should arrange for overdue meetings to take place via remote access, if the conditions for such a meeting are met, or in person as soon as it is safe and practicable to do so.