

# Behaviour Policy



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This policy outlines the school's philosophy and approach to behaviour at Hartland International School.

**September 2024**

## Rationale

The Hartland Way, which encompasses core values such as respect, honesty and compassion, underpins the school's behaviour policy. A positive behaviour philosophy is followed by all. Hartland International School sets high standards for behaviour and encourages all students to show respect and consideration for others. Expectations for behaviour in learning are clearly communicated to all students, staff and parents. To achieve an environment conducive to citizenship and learning, we encourage students to follow the Hartland Way so as to thrive and flourish academically and socially. It is a primary aim that everyone should feel valued, respected and treated fairly.

We believe in the importance of modelling the types of behaviour we expect to see from our students and praising expected behaviours. Positive behaviour is rewarded through systems such as House Points and other intrinsic and extrinsic motivators. A focus on expected behaviour and rewards, rather than consequences, is fostered. However, there are clear procedures in place when unexpected behaviours occur.

This policy outlines the expectations of students and staff for the Foundation Stage, Primary and Secondary phases including Sixth Form.

The aims of this policy, in practice, are to:

- Promote the Hartland Values as aspiring to a way of being for our school community
- Ensure all members of the Hartland community, including students and staff, have access to a safe, purposeful and respectful learning environment
- Recognise both the distinction and overlap between social behaviour and learning behaviour and their importance to life at Hartland and beyond
- Clarify, for the benefit of all stakeholders, how behaviours are promoted and dealt with at Hartland in a fair, consistent and supportive way
- Reinforce positive behaviours at every opportunity, ensuring that all understand what is expected and what is not
- Ensure children and young people take responsibility for their behaviour by considering its impact on themselves and others
- Guide and advise staff on how to take a holistic and measured view of an individual's behaviour so as to support them to be the best version of themselves

## **The Hartland Way**

We combine a unique blend of academic challenge, enrichment opportunities and pastoral support to target excellence and create a values-based community of teachers, children and parents which we call "The Hartland Way". The hallmarks of The Hartland Way include:

- A passion for learning
- A drive for excellence through academic, physical and creative pursuits
- A focus on developing life skills and building character
- An emphasis on personal responsibility
- A commitment to voluntary service
- A respect for cultural diversity, traditions and beliefs
- A respect for values and traditions of the UAE

## **Who was consulted?**

This policy was created following a whole staff consultation. Students, parents and Board of Governor were also consulted on key aspects of the policy.

### **1. Inclusion**

Hartland is an inclusive school and, as such, caters to children and young people with a range of needs. When applying this policy, the school will take into account the needs and wider context of each child, particularly when deciding fair and proportionate consequences to unexpected behaviours.

### **2. Anti-Bullying**

#### **Definition of Bullying**

Bullying is a form of anti-social behaviour and is recognized as deliberate, hurtful conduct which is repeated over a period of time. Such behaviour includes:

- Verbal bullying – e.g. name calling or insulting another person
- Written bullying – e.g. all forms of verbal bullying as above when in notes, online or in any electronic format or social media platform
- Physical bullying - e.g. hitting, stealing / concealment of property, damaging property
- Emotional bullying - e.g. can be any of the above and also may include behaviours such as spreading rumours, gesturing, deliberate comments on family, pressurized or teased by others, intimidation

This policy outlines the school's approach concerning these various behaviours experienced in schools. However, for a more detailed approach to the school's stance on bullying, please refer to the school's Anti-Bullying Policy.

## Roles and Responsibilities

Students, staff and parents share responsibility for the high standards of behaviour that are expected and experienced at Hartland. Through working in partnership with parents/carers, we believe that we can positively affect and demonstrate the behaviours children and young people need in order to be successful citizens and leaders of their lives. The Senior Leadership Team (SLT) will support staff in the implementation of this policy.

As **school staff**, we will:

- Develop, implement and revise a clear policy that sets out the school's approach to behaviour
- Be role models for the values and behaviours we expect from our students
- Be proactive in dealing with all experienced behaviour
- Apply the school's policy in a fair, transparent, consistent and thorough way
- Maintain a positively focused learning environment where consistently high standards of behaviour allow all learners to thrive
- Communicate in a clear, respectful and timely way with all necessary stakeholders when dealing with expected or unexpected behaviours
- Ensure that students are supported in learning from their behavioural choices, including the facilitation of 'restorative justice'

As **students**, we ask that they:

- Try their utmost to live the Hartland Values, encouraging others to do so too
- Take responsibility for their choices
- Reflect honestly on their mistakes and be open to using them as an opportunity to learn, take restorative action and avoid future repetition

As **parents**, we ask that they:

- Understand and value the importance behaviour plays both within society and learning for all students at school
- Support and reinforce the school's ethos by promoting the same/similar values to that of the school at home
- Support the school's decisions made in the implementation of the behaviour policy, working closely with teachers and leaders in the interests of their child(ren)
- Communicate effectively and respectfully with the school and their child on matters of behaviour, particularly at parent consultations or meetings to discuss behavioural incidents
- Inform the school of any changes in circumstances that may affect their child's behaviour

### Arrangements for monitoring and evaluation

The Principal, the Senior Leadership Team and Governors will have responsibility for monitoring and reviewing this policy every two years.

## Foundation Stage

### 1.1 Social and Emotional Behaviour

Children in Foundation Stage are beginning the journey about how to behave appropriately. Many things they do are consistent with their stage of development. We support them in learning when something is not safe to themselves or others and to make positive choices in their own behaviour.

#### We achieve this by the following:

- Noticing and acknowledging positive behaviours (see 2.7)
- Using clear and consistent boundaries
- Explaining the consequences of some behaviours and offering choices
- Involving children in problem solving by using the 'high scope' method of conflict resolution (see 1.4)
- Sharing information with parents/ carers regarding their child's behaviour (see 1.5)
- Providing strategies to support turn taking (e.g. sand timer)
- Communicating and modelling positive behaviour using a variety of strategies and props (e.g. Makaton, visuals, gestures, pictorial timetables)
- Recognising and acknowledging feelings to encourage empathy
- Creating an environment that minimises conflict (e.g. quality and amount of resources)
- Providing planned and in the moment opportunities to discuss feelings and emotions and behaviour

In Foundation Stage, we promote the Hartland Values as well as encouraging discussions around what makes a *good friend*:

- Kindness
- Smiles
- Caring
- Laughter
- Forgiveness
- Love
- Happiness

### 1.2 Rewards Systems

- Behaviours to be managed in the moment as they occur
- Praise and rewards to be immediate
- Stickers can be used for children making good choices; not behaviour directly
- House point tokens to be used to reward children following class rules / Hartland Values. All tokens will go into a house group collection to be counted weekly with overall results rather than at individual level
- At the end of each week, one child from each class will be selected as 'positive post' relating to showing Hartland Values at school. The house bear for each class will go home at the weekend with the child and pictures shared via Seesaw

### 1.3 Unexpected Social Behaviours and Consequences

All adults in Foundation Stage will intervene when behaviour becomes persistently disruptive and challenging to manage by:

- Being clear that the behaviour is not acceptable
- Supporting the child with solutions to correct the behaviour choices made
- Providing time away from the situation to calm down and reflect before talking things through
- Working together with parents/carers to share strategies to ensure a consistent approach
- In some cases, working together with the inclusion team to create a Pupil Passport or Individual Education Plan with specific targets linked to behaviour
- Liaising with outside agencies for further support and guidance

Some behaviours, however, can be more concerning and will be managed on an individual basis in a non-judgemental and appropriate way. This could include:

- Removing the child from the situation and spend some time with the Head of Early Years/Heads of Year
- Seeking immediate support from other EYFS staff members/inclusion team
- We ensure that behaviour is logged on the school management system (iSAMS), to keep all relevant staff informed
- Contacting the parent/carer to see if they need to go home earlier or begin a reduced timetable to support success in small steps
- On some occasions, using 'positive handling techniques' to remove the child from the situation safely
- Arranging an urgent meeting with all parties involved to discuss next steps of support for the child
- Referring children to outside agencies for follow up observations, screeners and assessments to support further.

#### **1.4 Conflict Resolution**

We teach the children strategies to resolve conflict using the 'High Scope' model. We take every opportunity to engage children in learning about social skills and interaction techniques, helping them to learn to express their opinions in conflicts without overriding or disrespecting others or using physical reactions instead of language to resolve any conflicts that arise in the classroom.

## Steps in Resolving Conflicts

### 01 Approach calmly, stopping any hurtful actions.

- Place yourself between the children, on their level.
- Use a calm voice and gentle touch.
- Remain neutral rather than take sides.



### 02 Acknowledge children's feelings.

- "You look really upset."
- Let children know you need to hold any object in question.

### 03 Gather information.

- "What's the problem?"



### 04 Restate the problem.

- "So the problem is ..."

### 05 Ask for ideas for solutions and choose one together.

- "What can we do to solve this problem?"
- Encourage children to think of a solution.



### 06 Be prepared to give follow-up support.

- "You solved the problem!"
- Stay near the children.

## 1.5 Parent Partnership

Working in partnership with Parents/Carers is integral to ensure the behaviour policy is successful. This is achieved by:

- Sharing expectations of behaviour with parents
- Talking individually with parents regarding aspects of their child's behaviour on a daily/regular basis
- Being non-judgemental, fair and consistent when talking with parents
- Being respectful of cultural differences
- Providing extra support internally and directing parents to external agencies
- Parents communicating any changes in their child's life that may have an impact on behavior at school
- Parents reinforcing behaviour expectations at home to support school

## Primary Phase

### 2.1 Staff Guidance – Social Behaviour

Staff should be aware of the causal nature of social behaviour in many cases. When students exhibit:

- Extremities of behaviour
- Patterned behaviour over time
- Sudden changes in behaviour

Staff should be sensitive to the potential for child protection issues and seek advice from the Designated Safeguarding Lead, where appropriate.

In addition, staff may seek guidance from other trained professionals in school to support the child, such as the Inclusion Team (Individual Needs, English as an Additional Language, English Language Learner, Gifted & Talented), the School Counsellor and the School Doctor.

When dealing with unexpected behaviour, we require all staff to follow best practice:

- We adopt a positive behaviour management approach that highlights and reaffirms expected behaviours from all students
- We pre-empt and are proactive in situations that have the potential for students to show unexpected behaviours
- We remain calm, respectful and fair when dealing with unexpected behaviour
- We avoid all instances of physical touch (unless trained and required to deploy Positive Handling techniques for the safety of the child and others)
- We address the unexpected behaviour as requiring change and not the child
- We adopt a clear warning system for low level behaviours that gives the student ample opportunity and feedback to change the behaviour
- We work alongside parents to positively affect a child's behavioural change – this may be through parent-suggested strategies or school-home behaviour plans
- We are clear with the student, at an age-appropriate level, as to the unexpected behavior and how it is required to change
- We avoid public loss of face for a student, wherever possible
- We assign consequences at the first available opportunity and ensure that they are followed through
- We allow every student a fresh start following the conclusion of a behavioural incident
- We notice and praise student efforts to affect positive changes in their behaviour (and notify parents)
- We ensure that behaviour is logged on the school management system (iSAMS), at the consequence levels that require it, so as to keep all relevant staff informed
- We consider carefully, by investigation where required, the full circumstances of each behavioural incident and act without prejudice when assigning consequences

### 2.2 Staff Guidance – Learning Behaviour

Although there is no clear boundary between 'social behaviour' and 'learning behaviour', we do acknowledge that learning behaviour refers to the cognitive habits and behaviours that bring about effective learning. At Hartland, we have the same high expectations of learning behaviour as we do social behaviour.



These learning behaviours include, but are not limited to, for example:

- Persevering
- Listening
- Making links
- Reasoning
- Imagining
- Reflecting
- Collaborating
- Questioning

Learning behaviours are promoted and developed at Hartland through a wide range of means:

- the school's taught curriculum
- bespoke wellbeing curriculum
- daily enrichment opportunities
- student leadership opportunities and roles
- trips, visits and visitors
- house competitions
- external curriculum enrichment events
- online learning platforms i.e. UpStrive
- assemblies and more

The school's reward systems are used to reaffirm positive learning behaviours and help students understand how effective learners think and behave:

- We plan for opportunities for children to develop a wide range of learning behaviours within daily lessons and enrichment
- We reward children's efforts in trying to be a better learner
- We value the process and journey a child makes in their learning, rather than a sole focus on the outcome
- We make learning visible by talking about what and how we think, as well as the things good learners do
- We discuss and live out the importance of holding a growth mindset when approaching our learning
- We value mistakes as a positive opportunity to learn and improve
- We encourage children to focus on self-progress rather than measuring themselves by others

### **2.3 House Points and Rewards**

We promote and encourage positive, expected behaviour by rewarding students for their choices. Our systems reward students for:

- Showing kindness towards others
- Respecting others, property and the learning environment
- Demonstrating good manners
- Playing in an inclusive way
- Moving around the school in an orderly, respectful manner
- Communicating with indoor voices

- Showing commitment and resilience
- Showing effort and perseverance
- Being an active learner through enthusiasm and motivation for learning
- Taking responsibility for self, others and learning
- Being well prepared for learning
- Making contributions to wider aspects of school life

The reward systems we follow aim to be motivating and aspirational at an age-appropriate level.

|                 | <b>Hartland Values and Social Behaviour</b>   | <b>Learning Behaviours and Effort</b> | <b>Whole Class Rewards</b>    |
|-----------------|---|---------------------------------------|-------------------------------|
| <b>Year 1-2</b> | House Points awarded to the individual - culminating in individual success celebrated | Stickers, mini certificates           | Rocket system<br>Proud cloud  |
| <b>Year 3-4</b> |   | Class Dojos                           | Marbles in a jar/Table points |
| <b>Year 5-6</b> |   | Class craft/Class dojos               | Marbles in a jar/Table points |

Positive behaviour is also celebrated and promoted by:

- Celebrating House Student of the month in assemblies
- Celebrating success using platforms such as Seesaw
- Sending students to other colleagues, Head of Year, Senior Leadership Team to reinforce praise
- Sending home postcards from Senior Leadership Trip, Head of Year
- Bespoke rewards for individual classes

## **2.4 Unexpected Social Behaviours & Consequences**

This framework should endeavour to be consistently applied by all staff. However, individual and situational circumstances will steer professional discretion when dealing with experienced behaviours and consequences.

| Stage | Unexpected Behaviour  | Consequence   |
|-------|---|---|
| C1    | <p>Your uniform is not complete or is not worn correctly</p> <p>You have not been taking part in learning</p> <p>You have been disrupting learning in class</p> <p>You have shown bad manners</p> <p>You have been running in school</p>  | <p>You will have a <b>verbal reminder</b> of expected behaviour</p>   |
| C2    | <p><b>There is no improvement at C-1 or...</b></p> <p>You have hurt someone by accident through your choices e.g. running in school</p> <p>You have caused some damage to someone else's property</p> <p>You have called other children unkind names</p>  | <p>You will <b>miss 5 minutes of morning break</b></p> <p>Parents may be informed if this behaviour is repeating</p> <p>You may complete a Behaviour Think Sheet with an adult</p> <p>Your behaviour will be noted on iSAMS</p>   |
| C3    | <p><b>You have repeated behaviour at C-2 level again within 5 school days of the last time or...</b></p> <p>You have seriously hurt someone through dangerous or careless actions</p> <p>You have been disrespectful to an adult in school, including lying or refusing to do as told</p> <p>You have been swearing or very insulting</p> <p>You have been involved in a 'minor scuffle' – pushing/shoving/tripping</p>   | <p>You will <b>miss lunchtime break</b></p> <p>Your <b>parents will be informed</b> by your class teacher</p> <p>You will have a discussion about <b>how to improve</b> your behaviour in future</p> <p>Your behaviour will be noted on iSAMS</p>   |
| C4    | <p><b>You have repeated behaviour at C-3 level again within 5 school days of the last time or...</b></p> <p>You have attacked another child or have been fighting</p> <p>You have decided to take something that doesn't belong to you</p> <p>You have caused serious damage to school or someone else's property</p> <p>You have been spitting at others</p> <p>You have threatened to seriously hurt someone in our school</p> <p>You have touched someone where they do not want to be touched</p> | <p>You will <b>miss lunchtime break for 2 days</b>, spending time with a leader</p> <p>Your <b>parents will be informed</b> by your class teacher or a leader.</p> <p>Day 1 – You will discuss with a leader <b>why</b> your behaviour has been unexpected, how it has <b>affected others</b>, and <b>how it could change</b> in future</p> <p>Day 2 – You will <b>take action</b> to do the right thing and make others feel better</p> <p>Your behaviour will be noted on iSAMS</p> |
| C5    | <p><b>You have repeated behaviour at C-4 level again within 4 school weeks of a previous incident or...</b></p> <p>You have been bullying (includes cyber-bullying)</p> <p>You have been involved in a violent outburst that has scared or caused others</p>  | <p>You will receive an <b>internal exclusion</b>: you will spend time on your own, away from other students</p> <p>Your <b>parents will be asked to come into school</b> to discuss your behaviour with leaders</p> <p>Your behaviour will be noted on iSAMS</p>  |

|           |   |  |
|-----------|---|--|
|           | <p>to feel unsafe</p> <p>You have been involved in a serious fight or led a physical attack</p> <p>You have left the school site without permission</p>   |  |
| <b>C6</b> | <p>You have repeated behaviour at C-5 level again, within a period of 12 months or...</p> <p>You have chosen to show racist or discriminative behaviour</p> <p>You have been involved in a serious fight or led a physical attack resulting in visible injury</p> <p>You have been part of an out of school incident which negatively affects life in school or the school's reputation</p> | <p>You will receive a <b>fixed term exclusion</b>: you will not be allowed on the school site for a period of time and will learn at home</p> <p>Your <b>parents will be asked to come into school</b> to discuss your behaviour with the Principal</p> <p>Your behaviour will be noted on iSAMS</p> |
| <b>C7</b> | <p>There is no improvement at C-6 or...</p> <p>You have physically attacked someone resulting in significant injury or tried to attack a member of staff</p> <p>You have caused serious harm to another individual through your behaviour</p>   | <p>You will receive a <b>permanent exclusion</b>: you will be asked to leave our school and not return</p> <p>Your <b>parents will be asked to come into school</b> to discuss your behaviour with the Principal</p> <p>Your behaviour will be noted on iSAMS</p>                                    |

## 2.5 Restorative Justice Approach

A restorative justice approach is used where appropriate to help students reflect on their behaviour. We avoid asking a student solely 'Why did you do that?' as it is not relevant to resolving the conflict and often students do not know why. By asking 'Why?' it also provides students with the opportunity to find a justification, which does not promote taking personal responsibility. The process aims to guide the student towards thinking about how they felt and thought at the time of the behaviour and how this could be linked to their choices. This is followed by a time for the student to reflect and consider the impact their actions have had on others and how they will make amends (restore).

# Think and Reflect Sheet

## KS2

You have made some choices that have caused you to need to stop and 'Think about it'.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. What was my behaviour?

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2. What did I chose to do?

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3. How did my behaviour affect others?

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4. What could I do differently next time?

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5. How can I make it better?

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Signed by student \_\_\_\_\_

Signed by parent \_\_\_\_\_

## **2.6 Behaviour Plan**

In order to support those students who have reoccurring patterns of challenging behavior, the teacher may decide to work collaboratively with the student, parents and the Inclusion team in the creation of a bespoke behaviour plan. The focus of the behaviour plan is to raise the student's awareness of particular behaviours and promote more positive behaviour habits. Clear communication on the progress and celebration will take place between home and school.

## **2.7 Recording of Unexpected Behaviours**

The logging of unexpected behaviours is important in addressing patterned behaviour issues. All unexpected behaviours are logged on the school's management information system. Behaviours considered in C2 or above in the framework the behaviour is logged using the primary behaviour note. When logging, teachers will adhere to the following:

- Factual references to people/place/time
- Write in the third person and using impersonal language i.e non-emotive and objective
- Recorded on same school day or at the first available opportunity
- Report actual language used
- Include enough relevant detail for a third party
- Include detail on action taken to date and if a follow up is required

## **2.8 Behaviour Flowchart**

The behaviour flowchart has been designed to support staff in exploring possible reasons for the behaviour and advising on possible strategies to use while ensuring key stakeholders are kept informed. By following each stage of the flowchart, a teacher is empowered to support students and take a proactive approach rather than a reactionary one. The Behaviour Flowchart complements both the Hartland Inclusion and Counselling Flowcharts.

# Behaviour Flowchart

What have you noticed?

Do you suspect a safeguarding issue and have you consulted the DSL?

Are there any patterns to the behaviour i.e on particular days, lessons, times, individuals?

Have other colleagues noticed changes in the child's behaviour i.e School Counsellor, Inclusion Team, School Doctor/Nurse, other teachers?

Have you noticed changes in physical appearance or social wellbeing?

Has academic performance including motivation for learning changed?

Does the PASS data marry or contradict with the behaviours being exhibited?

Have you spoken to the student/parents?

Student: How do you feel? What's going on for you? Is there anything worrying you?

Parents: Have you noticed any changes in behaviour at home? Has anything changed at home?

What strategies have you tried?

Have you made your expectations clear?

Have you adopted a positive behaviour approach?

Have you followed the school's consequences system?

Have you attempted the restorative justice approach?

Have you consulted the Inclusion Team and considered an Individual Behaviour Plan?

Have you sought advice from other colleagues i.e. former teacher and Head of Year or Tutor?

Who have you informed?

Have you kept a detailed record on iSams?

Have you kept your Head of Year informed?

Have you kept your Inclusion Team informed?

Have you kept parents informed?

Have you kept the relevant Senior Leader informed?

Are there any external agencies requiring communication?

## Secondary Phase

### 3.1 Staff Guidance - Social Behaviour

Staff should be aware of the causal nature of social behaviour. When students exhibit:

- Extremities of behaviour
- Patterned behaviour over time
- Sudden changes in behaviour

Staff should be sensitive to the potential for child protection issues and seek advice from the Designated Safeguarding Lead, where appropriate.

In addition, staff may seek guidance from other trained professionals in school to support the child, such as the Inclusion Team (Individual Needs, English as an Additional Language, English Language Learner, Gifted & Talented), the School Counsellor and the School Doctor.

We encourage staff to take a broader, holistic view of each child's behaviour and have devised a behaviour support framework for staff to use when encountering unexpected behaviours:

When dealing with unexpected behaviour, we require all staff to follow best practice:

- We adopt a positive behaviour management approach that highlights and reaffirms expected behaviours from all students
- We pre-empt and are proactive in situations that have the potential for students to show unexpected behaviours
- We remain calm, respectful and fair when dealing with unexpected behaviour
- We avoid all instances of physical touch (unless trained and required to deploy Positive Handling techniques for the safety of the child and others)
- We adopt a clear warning system for low level behaviours that gives the student ample opportunity and feedback to change the behaviour
- We address the unexpected behaviour as requiring change and not the child
- We avoid public loss of face for a student, wherever possible
- We work alongside parents to positively affect a child's behavioural change – this may be through parent-suggested strategies or school-home reward systems
- We are clear with the student, at an age-appropriate level, as to the unexpected behaviour and how it is required to change
- We are clear with the student, at an age-appropriate level, as to the consequence of the unexpected behaviour and why it is necessary
- We assign consequences at the first available opportunity and ensure that they are followed through
- We allow every student a fresh start following the conclusion of a behavioural incident
- We notice and praise student efforts to affect positive changes in their behaviour (and notify parents)
- We ensure that behaviour is logged on iSAMS at the consequence levels that require it so as to keep all relevant staff informed
- We consider carefully, by investigation where required, the full circumstances of each behavioural incident and act without prejudice when assigning consequences



### **3.2 Staff Guidance- Learning Behaviour**

Although there is no clear boundary between 'social behaviour' and 'learning behaviour', we do acknowledge that learning behaviour refers to the cognitive habits and behaviours that bring about effective learning. At Hartland, we have the same high expectations of learning behaviour as we do social behaviour.

**These learning behaviours include, but are not limited to, for example:**

- Students arrive promptly for lessons and are immediately ready to learn
- Students come prepared for their lessons with books and equipment/laptops charged
- Students work diligently in lessons to the best of their ability following the instructions of their teacher
- Students do not prevent other children working or the teacher teaching
- Any classwork or homework set is completed promptly and effectively

Learning behaviours and expectations are promoted and developed at Hartland through a wide range of means:

- The school's taught curriculum
- Bespoke wellbeing curriculum
- Daily enrichment opportunities
- Student leadership opportunities and roles
- Trips, visits and visitors
- House competitions
- External curriculum enrichment events
- Online learning platforms i.e. UpStrive
- Assemblies and more

### **3.3 House Points and Rewards**

The school wishes to further develop a culture of learning where positive rewards are embedded. The House system is key to fostering positive behaviours, togetherness and a sense of identity. Staff can award house points for the following:

- Completing classwork or homework to a high standard
- Being well prepared for learning
- Hard work and effort
- Significant contributions made in class
- Demonstrating kindness to a peer or teacher
- Representing the school in external events
- Success and contributions to competitions both internal and external
- For demonstrating commitment to the charity committee
- Participation in additional school activities
- Any other reason deemed appropriate

Positive behaviour is also celebrated and promoted by:

- Celebration assemblies held on termly basis to recognise and reward students with high a number of House points and/or excellent attendance.

- An annual achievement assembly to award outstanding effort and achievements, including the
  - Principal's Award
  - Sending home postcards from Heads of Year/Tutors/SLT celebrating student's achievements
- Form tutors share previous week's House Points totals with students weekly

### **3.4 Staff Guidance - Unexpected Social Behaviours and Consequences**

Unexpected behaviours which may result in a consequence are defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Persistent refusal to wear correct uniform
- Refusal to work in lessons
- Being out of bounds in school
- Persistent lateness to lessons without good reason

Serious unexpected behaviour is defined as:

- Repeated breaches of the school rules
- Defiance or rudeness towards staff
- Any form of bullying
- Physical behaviour like willfully hitting
- Online harassment such as unwanted comments and messages (including on social media), sharing of, or pressuring others to share, images and/or videos
- Vandalism
- Theft
- Fighting
- Smoking or vaping - at any time on or near the school site, as the school is a non-smoking site for all students, staff, parents and visitors
- Racist, sexist, or other discriminatory behaviour
- Misuse of mobile phones e.g. to film or record anti-social behaviour and posting material online which bring the school into disrepute
- Possession of any prohibited items. These are anything that can be construed as a weapon, stolen items, smoking or vaping materials and any article a staff member reasonably suspects have been, or is likely to be, used to cause personal injury to, or damage of any kind

This framework should endeavour to be consistently applied by all staff. However, individual and situational circumstances will steer professional discretion when dealing with behaviours and consequences. We ask staff to use a common-sense approach and deescalate behaviours if possible.

| <b>Low Level Behaviours (Level 1 and 2)</b>   | <b>Strategies to manage behaviours:</b>  |
|---|--|
| No Homework<br>No engagement in work<br>Poor effort<br>Uniform<br>Lack of equipment<br>Phone use<br>Lateness to lessons<br>Noise in lessons and in corridors<br>Disruption in lessons and corridors<br>Continuation of Level 1 behaviours<br>IT misuse in lessons | Class teacher to manage in class or along corridors<br>Look for an in-class solution (move seat/change group)<br>Restorative conversation – reminder that behaviour is a choice<br>Keep in at break if persistent and log on iSAMS |
| <b>Medium Level Behaviours (Level 3)</b>  | <b>Strategies to manage behaviours:</b>  |
| Rudeness to staff<br>IT Misuse and inappropriate use<br>Swearing and Verbal Aggression<br>Vaping / Smoking<br>Truancy<br>Lying  | Staff to log on iSAMS Restorative conversation by staff<br>Call home by HOY/HOD<br>HOY/HOD to follow up<br>HOY/HOD detention at lunchtime  |
| <b>High Level Behaviours (Level 4)</b>  | <b>Strategies to manage behaviours:</b>  |
| Truancy / off-site<br>Vaping/smoking<br>Physical Violence/Verbal Aggression<br>Bullying<br>Theft<br>Vandalism / damage to property<br>Racism / Sexism   | HOY/SLT<br>Internal exclusion: you will spend time on your own, away from other students working in isolation<br>Parents may be asked to come into school to discuss your behaviour with leaders<br>Staff to log on iSAMS          |

### Mobile Telephones

- With effect from September 2024, students must hand mobile phones and smart watches in to their form tutor or class teacher every day for safe storage during the school day.
- Phones and smart watches will be handed back at the end of the school day.
- The school's expectation is that students should avoid bringing mobile phones into school unless absolutely necessary
- Students are allowed to bring their phones into school (so that parents/carers can make contact regarding after school arrangements or similar at the end of the day.
- If a student needs to use a phone for any reason, they should go to their Head of Year or to reception who will make the call on their behalf
- Mobile phones should not be used without staff permission
- Parents should not attempt to contact their children via mobile phone during the school day – contact with students should be made through reception
- Sixth Form students are permitted to use their mobile phones inside their common room area only

but they are not permitted to use them in lessons and phones should not be out on the desks

### **Confiscation**

- If a student fails to hand their phone in to staff as per policy and as a result has their phone confiscated, it will be returned to parents only

**Exceptions to the handing in of mobile phones will be made on medical grounds for students who must use this technology eg – to track and monitor sugar levels**

### **Off-site Behavior**

Recorded negative behaviour may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips or enrichment off-site)
- Travelling to or from school on the bus, including refusal to follow safety requests from the bus nanny

## **3.5 Recording of Unexpected Behaviours**

The School Management Information System, iSAMS, was introduced in September 2021. It is used to track, monitor and report on both positive and negative incidents that occur both in and outside lessons. The logging of unexpected behaviours is important in addressing patterned behaviour issues. When logging, teachers will adhere to the following:

- Factual references to people/place/time
- Write in the third person and using impersonal language that is non-emotive and objective
- Recorded on same school day or at the first available opportunity
- Report actual language used in the incident
- Include enough relevant detail for a third party
- Include detail on action taken to date and if a follow up is required

## **3.6 Consequences of Unexpected Behaviour**

- If work is not completed or homework not attempted, then a departmental detention may be imposed by the class teacher to enable work to be completed
- If a student is disruptive during a lesson, then the classroom teacher will use an informal verbal warning and the student will incur an L1 behaviour which will be logged on iSAMS. If the disruption to learning continues they will receive an L2 which is also logged on iSAMS
- A continuation of this disruption will result in an L3 or an L4. Both carry the consequence of a school detention and a phone call home made by classroom teacher to explain the circumstances surrounding the consequence and initiate the restorative process
- Heads of Year will intervene and communicate with parents of students who incur multiple consequences in one or more subjects in short succession
- Restorative practice – The start of restorative practice is the phone-call made home by the classroom teacher. For multiple incidents, the classroom teacher should meet with the student before the next lesson, to discuss and resolve the problem

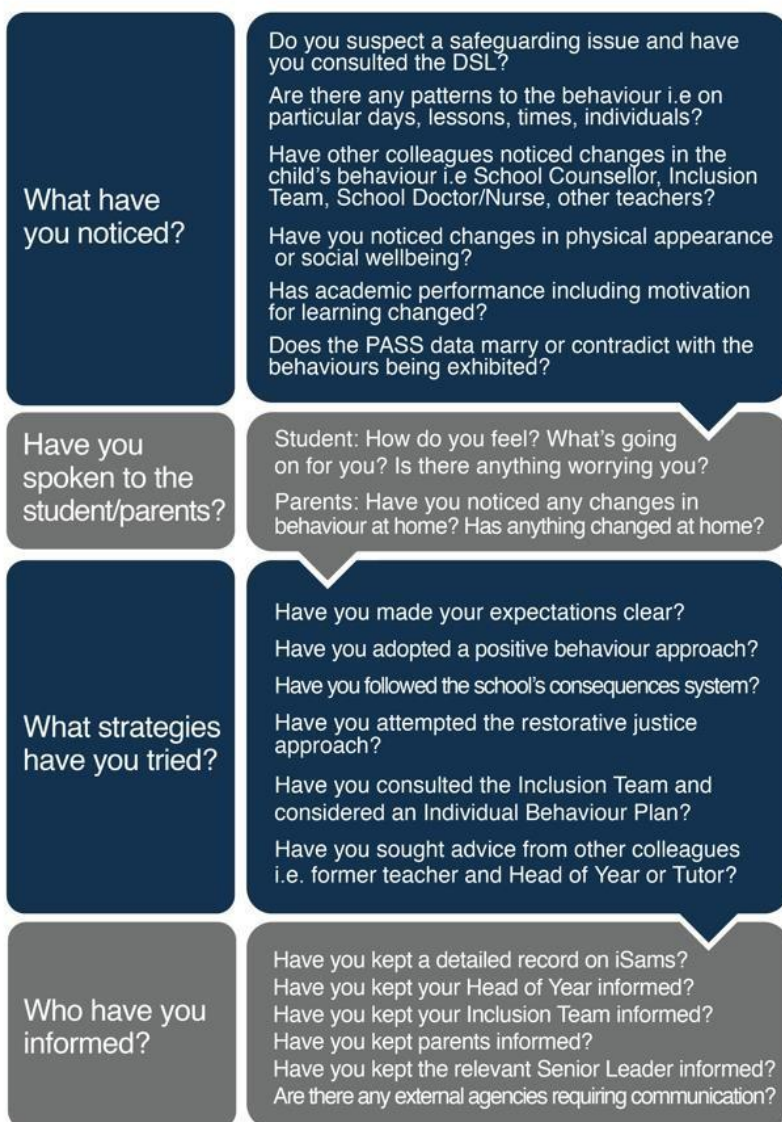
- Where internal exclusion is a punishment, following an incident and investigation, parents will be informed via a phone call
- Internal exclusion is a consequence where the student is accommodated in a designated room, or another suitable place, under supervision during their free time on the allocated day/s
- The decision to implement internal exclusion will be made at the discretion of the member of SLT in charge of Pastoral care / behaviour or the Principal

### **3.7 Behaviour Flowchart**

The behaviour flowchart has been designed in-house to support our staff in the process of gathering a 360 picture of the student and their exhibited behaviours. Teachers are best advised to identify potential causes for a child's behaviour rather than solely addressing its effects with consequences.

By following each stage of the flowchart, a teacher empowers themselves to support students and take a proactive approach rather than reactionary one. The Behaviour Flowchart complements both the Hartland Inclusion and Counselling Flowcharts.

## Behaviour Flowchart



### Date for next Review

September 2025

Signed.....Date.....

**School Principal**

### Relationship to other guidelines and statements

Child Protection  
 Inclusion  
 Anti-Bullying  
 PSHCE  
 Moral Education