



Hateley Heath Academy  
Relationships, Attitudes and  
Behaviour Policy  
2023-2024

*Dream it, Believe it, Become it!*

## Mission Statement

Dream it, believe it, become it!

At Hateley Heath Academy we are all encouraged to have high aspirations, achieve well, develop self-confidence and independence, have positive values and beliefs and a caring attitude towards others.

At all times we model and encourage the following values:

ENJOY  
ACHIEVE  
RESPECT  
TEAMWORK!

### **Aims and Expectations**

- ❖ To create a stable, positive and caring learning environment for all.
- ❖ To ensure that all children and staff are treated fairly and shown respect.
- ❖ To ensure rewards and sanctions are used appropriately- good behaviour and positive attitudes to learning are rewarded and strategies are in place to deal with unacceptable behaviour.
- ❖ To help children take responsibility for their behaviour and understand the consequences of their actions.
- ❖ To develop an ethos of kindness, care, respect and empathy for others where children and adults want to go 'above and beyond'.
- ❖ To ensure children learn within a safe and secure environment where they are confident to discuss their feelings and emotions.
- ❖ To ensure that the best behaviour is a minimum expectation and that it is recognised and rewarded.
- ❖ To ensure that mental health and well-being is given priority throughout school life.

### **To achieve these aims and expectations**

- ❖ The behaviour strategies in this policy will be consistently implemented throughout our school.
- ❖ Positive behaviour will be consistently recognised and rewarded, while negative behaviour will be reflected upon and consequences will be fair and just.
- ❖ Children and staff will be clear on their role within school in promoting and reflecting on our school values.
- ❖ We will ensure that we are inclusive, creating a broad and balanced educational experience for all.
- ❖ All staff and children will actively promote every child's right to be safe, to be treated with respect and to learn without disruption.
- ❖ To consistently support others to behave as expected in all contexts within school life by being positive role models.

### **The purpose of this policy**

- ❖ To create a calm, consistent and positive learning environment where everyone has the opportunity to succeed and be the best versions of themselves.
- ❖ To ensure that there is a consistent whole school approach to behaviour.
- ❖ To ensure that positive rewards are prioritised over sanctions, using a reflective behaviour approach.
- ❖ To ensure where necessary, sanctions for misbehaviour are fair and consistent.

### **Recognition of positive behaviours:**

At Hateley Heath, we continuously recognise positive behaviour and we believe that everyone should be noticed 'doing the right thing'. Every classroom has a 'We are Shining' recognition board where our behaviour expectations are displayed. Children who demonstrate these behaviours will move to the sunshine part of the display. Our Hateley Heath values are visible in all classrooms and on ClassDojo.

ClassDojo points are collected throughout the year and the children can aim for:

- ❖ 100 Dojo points for their Bronze award
- ❖ 200 Dojo points for their Silver award
- ❖ 300 Dojo points for their Gold award
- ❖ 400 Dojo points for their Platinum award.

A system is in place for children to redeem Dojo points. Certificates are presented during Friday Praise Assembly and parents are invited to celebrate these successes with their children.

Dojo points can be awarded to individual children, small groups, classes, year groups or phases as appropriate.

Positive rewards will include the following:

- Verbal praise
- Recognition on the 'We are Shining' board
- Dojo points
- Stickers
- Certificates in class
- Praise assembly certificates
- Parents/carers informed about positive behaviour
- Visiting a member of the Senior Leadership Team/Headteacher

### **Restorative behaviour approach**

When a child does not follow our Hateley Heath values and behaviour expectations, a member of staff will have a restorative conversation with them, when appropriate, to discuss what happened and why it happened. Staff at school have received Emotion Coaching training which has developed listening skills, how to show empathy, the use of language including body language and understanding situations from another person's point of view.

Unacceptable behaviours that warrant escalation to discussion with the phase leader are:

- Physical or verbal aggression
- Biting
- Spitting
- Hitting and kicking
- Swearing

- Sexual language/behaviour
- Stealing
- Racist remarks
- Homophobic remarks
- Bullying and cyber bullying
- Using a mobile phone within school
- Bringing a weapon into school
- Intimidation of others
- Non-completion of school work
- Putting others at risk
- Damaging property

For serious unacceptable behaviour the child will meet with the Headteacher or Deputy Head and next steps will be discussed. For children whose behaviour is persistently disruptive, sanctions may need to be increased. Some children may need additional support from the SEMH (social, emotional and mental health) lead in order to help with their behavioural needs and an Individual Behaviour Plan (IBP) may need to be put in place. Parents/carers will be invited into school to discuss their child's behaviour and work in partnership with the school so that appropriate strategies can be put in place to support their child further.

### **Playtimes and lunchtimes**

It is important that our Hateley Heath values and standards of behaviour are continued during play and lunchtimes. Lunchtime Supervisors are encouraged to identify positive behaviour and actions of children relating to our values, as well as ensuring the safety and well-being of all children.

As stated above, lunchtime staff are included in the daily reward systems for each phase, identifying on a daily basis children demonstrating our four key values and our behaviour expectations through verbal praise/stickers/Dojo points.

In the case of unacceptable behaviour, wherever possible, it is the Lunchtime Supervisor's role to de-escalate any situations, talking to the child / children in question but they may call on members of SLT to support them with this.

### **Behaviour and SEND Children**

Behaviour of SEND children will follow the current policy wherever possible to maintain a consistent approach across all year groups and phases. However, when an individual child displays behaviour which indicates further support and strategies need to be implemented, these will be undertaken in unison with the SENDCo, class teacher and parents, along with the child, where appropriate. This differentiation will be dependent on the needs of each individual child. Additional support may also be sought from external agencies and local authority SEND teams. The school understands the importance for all children to be given the opportunity to learn in a safe, supportive environment in acknowledgement of the Equality Act 2010.

### **Bullying or discriminatory behaviours**

Every child who attends Hateley Heath has the right to feel safe and free from discrimination/prejudice. Bullying or discriminatory behaviours will not be tolerated. We work on a values system of respect and care to all. Any issues of bullying/discriminatory behaviour will be dealt with under our Anti Bullying policy or Equality and Diversity Policy.

Any concerns regarding bullying of any description will be taken seriously and dealt with immediately. If you have concerns you should notify the school as soon as possible. Early intervention is key to putting a stop to these types of behaviours and the child who is bullying will also receive support in this situation.

## **Suspensions and Exclusions**

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Hateley Heath Academy, prevention rather than punishment is always our starting point, and through the use of robust systems for managing behaviour, we ensure that our pupils are very seldom suspended or excluded. However, very serious incidents including violence or verbal abuse, behaviour that threatens the health and safety of others or damage to property are likely to result in a suspension or exclusion.

- Internal seclusion - the child will be removed from their classroom and work with a member of the senior leadership team before they return.
- A suspension - the child will be suspended from school for a fixed amount of time. Work will be set by the class teacher for the period the child is at home. The parents/carers and the child will be expected to attend a back-to-school meeting with the Headteacher on their return to school date and targets will be set to support the child on their return. This meeting will be considered a fresh start, involving mutual trust and respect.
- Permanent exclusion - the child will have to leave Hateley Heath Academy permanently.

Only the Headteacher has the authority to suspend or exclude a pupil from the school. The Headteacher may suspend a pupil for one or more fixed periods, for up to the permitted maximum number of days as detailed in statutory suspensions guidance in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher suspends or excludes a pupil, the pupils' parents/carers are informed immediately, giving reasons for the suspension/exclusion. At the same time, the Headteacher will make it clear to the parents/carers that they can, if they wish, appeal against the decision to the Directors. The school informs the parents/carers how to make any such appeal.

The Headteacher informs the Local Authority and the Directors about any permanent exclusion, and about any suspension beyond five days in any one term.

The Directors cannot either suspend/exclude a pupil or extend the exclusion period made by the Headteacher.

The Directors also have a Pupil Discipline Committee which is made up of between three and five members. The Committee members consider any exclusion appeals on behalf of the Directors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated.

### **The role of the child**

It is the responsibility of every child to ensure that they follow the school values and behaviour expectations at all times when they are in school and when representing the school in other contexts.

Children are expected to:

- ❖ Treat others as they would like to be treated
- ❖ Show respect for the opinions and beliefs of others
- ❖ Conduct themselves around the school premises in a safe, sensible and respectful manner
- ❖ Accept responsibility for their actions/choices

### **The role of the class teacher**

It is the responsibility of the class teacher to ensure that the school expectations are followed in their class, and that their class behaves in a responsible manner. Teachers teach lessons which allow pupils to engage, enjoy and motivate. This contributes towards a positive class culture.

Our three consistencies that ALL staff are expected to demonstrate are:

- ❖ Meet and Greet- All teachers to meet children on the playground/at the door of the classroom, with a smile and a kind word. All learning begins at the door and it is our aim that there is always a positive start to school day.
- ❖ Tidy Classroom / Tidy Corridor / Corridor & Cloakroom Expectations- it is the children's responsibility to ensure that our classrooms and corridors are tidy, however it is all staff's responsibility wherever they are within the school, to ensure children respect all areas of our school by keeping them tidy and walking sensibly while in and around the school building.
- ❖ Consistent implementation of our Relationships, Attitudes and Behaviour Policy - it is the aim of all staff to ensure that our values are consistently upheld, throughout the school. All adults in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. They treat each child fairly and ensure classroom expectations are consistent, while treating all children with respect, compassion and understanding. If a child misbehaves repeatedly in class, the class teacher keeps a record of this on ClassDojo and/or MyConcern.

It is every adult's responsibility to ensure that this policy is adhered to. It is important that staff do not approach parents on the playground if they need to discuss a child's misbehaviour; this should be done by phone or through an arranged face to face meeting. Staff should also speak to a DSL if there are concerns about the behaviour or welfare of a child.

### **The role of the Headteacher**

It is the responsibility of the Headteacher, under the [Schools: Statutory Guidance \(update 4 April 2016\)](#) to implement the Relationships, Attitudes and Behaviour policy consistently throughout the school, and to report to the Directors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for issuing suspensions or exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the CEO/CEA and Directors of the Multi Academy Trust have been notified.

### **The role of the parents/carers**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school expectations in the school prospectus, and we expect parents to read these and support them. We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to counsel a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a member of the Senior Leadership Team. If these discussions cannot resolve the problem, a formal complaints process can be implemented via the Manor MAT Complaints Policy for parents.

### **The roles of the Executive Leadership Team**

The ELT have the responsibility of setting down these general guidelines on standards of behaviour and discipline, and of reviewing their effectiveness. The ELT support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, however the ELT may give advice to the Headteacher about particular disciplinary issues.

### **Review and monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the ELT on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a log of incidents of misbehaviour on MyConcern. The class teacher records classroom incidents. Phase leaders record those incidents where a child is sent to them as a sanction. We also keep a record of any incidents that occur at break or lunchtimes; Lunchtime Supervisors write down the details of any incident in the incidents book and report the incident to the class teacher or DSL, who will upload the incident on to MyConcern.

Behaviour incidents are logged on to MyConcern using the given categories with a brief overview of the incident and action taken.

The Headteacher keeps a record of any pupil who is suspended or permanently excluded.

It is the responsibility of the ELT to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The ELT reports to the Directors of Manor MAT, who in turn can monitor patterns and challenge the ELT.

Approved by: Chief Executive Advisor

Approved date: September 2023

Review date: September 2024