



BPET Behaviour Policy

Signed:	
Chair of Trust Board:	Claire Delaney
Approved:	1 September 2023
Renewal:	Every 2 Years
Review Date:	September 2025

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Bellevue Place Education Trust – Our commitment

Learn. Enjoy. Succeed.

Every BPET child and staff member enjoys a broad (LEARN) and enriched (ENJOY) learning experience, enabling them to achieve far greater individual success (SUCCEED) than they might previously have thought possible.

Our Mission

To grow hubs of like-minded, autonomous schools with a strong support network, all of which combine academic rigour with highly enriched opportunities that deliver a personalised approach to education and exceptional outcomes for all.

Our Difference

We are leading the way in delivering high quality education through skills-based and knowledge rich curricula, applying the best of the independent and state sectors to deliver breadth of opportunity and pupil enrichment. We empower all our schools as individual entities that best meet the needs of the communities they serve and have a strong relationship with families, who are our key partners in delivering the vision.

Our Promise

Every child is an individual. Our role is to nurture pupils' potential through a personalised approach to learning. BPET children are happy, independent, confident all-rounders. Our focus is ensuring an exceptional provision for all our children with supportive, accessible learning that enables every child to make progress, including high quality inclusion for children with Special Educational Needs. We encourage a 'be interested and be interesting' attitude in children and staff alike. We don't just teach; we want our pupils to have a passion to learn.

1 Introduction

- 1.1 BPET's behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across its schools. Good behaviour and self-discipline leads to effective learning and helps prepare children and young people for life beyond the academy gate.
- 1.2 This policy outlines the high behavioural standards BPET expects from all our pupils, the support and interventions used to address poor behaviour and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with BPET's exclusions policy, anti-bullying policy, SEND, searching, screening and confiscation policy, and safeguarding and child protection policy, all of which can be found on the school's websites.

2 Aims and Objectives

By setting high standards of expected behaviour, BPET and its schools aim(s) to:

- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment;

- maximise the quality of the learning experience for all pupils enabling everyone to learn effectively;
- enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the Trust community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- foster discipline and mutual respect between pupils and their peers, and between staff and pupils;
- raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- support pupils whose behaviour within the academy environment is challenging or who may find friendship and co-operation difficult.

3 Application of Policy

3.1 This policy applies to all members of the BPET community. BPET uses CPOMs or Arbor to track and monitor pupil behaviour and how parents will be kept updated about pupil behaviour. Each school within BPET will apply sanctions within this policy for behaviour that takes place outside of school premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of school hours are reported to the school.

3.2 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school, staff will consider:

3.2.1 whether the pupil is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour; and/or

3.2.2 the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the school and/or BPET.

4 Roles and Responsibilities

All members of the BPET community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the BPET community are set out in detail below.

4.1 Board of Trustees

The Trustees will work with the Central Team to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its schools. Trustees will monitor and evaluate the impact of the policy and will hold the CEO and Director of Education to account for its implementation.

4.2 The Chief Executive /Director of Education

The CEO/Director of Education will ensure that this Behaviour Policy is applied consistently across the schools within BPET and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

4.3 Headteacher

Each schools Headteacher, with support from their Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics. The Headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline. The Headteacher will monitor and evaluate behaviour information, including information about bullying to identify trends in behaviour. This information will be used to agree appropriate actions so that excellent behaviour is maintained.

4.4 Staff

All staff will:

- communicate the contents of this policy to all pupils and parents to ensure that BPET's expectations are transparent to all pupils and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this by for example within assemblies, part of PSHE and discussed as part of pupil induction.
- apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
- make reasonable adjustments for disabled pupils as required;
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour;
- challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct;
- record incidents of poor behaviour and any given sanctions in the pupil's behavioural log;
- provide praise, rewards and reinforce positive behaviour;
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;
- focus on de-escalation and preventative strategies rather than being solely reactive;

- consider the welfare of the whole BPET community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need;
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support. This could include:
 - more frequent engagement with parents;
 - home visits;
 - mentoring and coaching;
 - report cards;
 - time in a pupil support unit;
 - engaging with local partners and agencies to address specific challenges;
 - consideration of whether a multi-agency assessment referral is required e.g. Early Help or an Education Health and Care Plan; and/or]
 - designing an Individual Behaviour Plan with set targets and support strategies embedded within;
- contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- set, mark and monitor homework and provide facilities for children to do homework in the school if required;
- send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

4.5 Parents

Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- support the school in the application and enforcement of this policy;
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped;
- work with the school in support of their child's learning;
- attend virtual or in person meetings at the school with staff to discuss their child's behaviour and adhere to any parenting contracts put in place;
- inform the school in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- support their child in homework and other opportunities for home learning;
- attend Parents' Evenings and discussions about their child's progress, if reasonably possible; and

- in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

4.6 Pupils

The rights and responsibilities of pupils are set out at the Annex to this policy along with a list of the school rules to which all pupils must adhere. Reminders of the school rules and expected standards of behaviour are up on walls in classrooms and situated around the school. Pupils are expected to have a positive attitude and maintain high expectations for themselves.

5 Rewards

BPET believes that it is important to encourage good conduct throughout the schools by celebrating and rewarding good behaviour.

6 Sanctions

6.1 Where a pupil's conduct falls below the standard which could reasonably be expected of them the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. The school will impose sanctions (also known as 'disciplinary penalties') in response to pupil misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements.

6.2 The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The school uses a range of sanctions in response to incidents of poor behaviour. These sanctions could include:

- verbal reprimand;
- requiring a written apology;
- confiscation of a pupil's property;
- missing break time;
- extra work or repeating unsatisfactory work until it meets the required standard;
- loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular school events such as sports day or prom;
- internal exclusion;
- regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring;
- removal from a class or groups;
- education off-site for a designated period;
- suspension or permanent exclusion.

6.3 School staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that

behaviour. This might include the designated safeguarding lead making enquiries into circumstances outside of the school and/or having a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. BPET recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the Virtual School Head for looked after children, regarding students' behaviour when necessary. When a sanction is imposed, parents will be informed in writing.

- 6.4 BPET encourages restorative justice and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.
- 6.5 The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow BPET's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency assessment is necessary.
- 6.6 Under no circumstances will illegal or inappropriate items be tolerated in the school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:
- verbal abuse to staff and others;
 - verbal abuse to pupils;
 - physical abuse to/attack on staff;
 - physical abuse to/attack on pupils;
 - any form of bullying (to the extent not covered above);
 - indecent behaviour;
 - damage to property;
 - gambling on school property;
 - recording or taking images of pupils or staff without their express consent;
 - consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including "legal highs";
 - carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason;
 - theft;
 - serious actual or threatened violence against another pupil or a member of staff;
 - sexual abuse or assault;
 - carrying an offensive weapon;
 - arson;
 - unacceptable behaviour which has previously been reported and for which the school sanctions and other interventions have not been successful in modifying the pupil's behaviour;
 - malicious allegations against staff;
 - racist, sexist, homophobic or other forms of discriminatory behaviour;
 - persistent truancy/lateness;
 - possession of items prohibited under the school rules

6.7 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

During the period of removal the pupil will receive continual, supervised education in a suitable environment. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents should be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the pupil and parents which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

6.8 Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. The school will follow the BPET Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

7 Pupils with Special Educational Needs and/or Disabilities

7.1 In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.
- An Individual Behaviour Plan will be developed by the school outlining strategies and interventions to ensure that a pupil with SEND understands the school's expectations in relation to behaviour, and reaches those expectations.

7.2 BPET is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the respective school will do all it can to ensure that the pupil receives appropriate support. BPET is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. BPET will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the respective school on the facts of the situation.

- 7.3 An Individual Behaviour Plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read BPET's special educational needs policy/ SEN Information Report for more information.
- 7.4 The respective school will, as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):
- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
 - adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
 - adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
 - training for staff in understanding conditions such as autism.
- 7.5 Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

8 Investigating Incidents

- 8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the school will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.
- 8.2 BPET uses Close Circuit Television ("CCTV") within the majority of its premises. One reason why BPET uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see BPET's CCTV policy and privacy notices for more information.
- 8.3 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.
- 8.4 In exceptional circumstances, pupils may receive a suspension pending an investigation, as a neutral act, if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.

9 Search, seizure and confiscation

- 9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out by the Headteacher

or staff authorised by them. Staff will follow the BPET Searching, Screening and Confiscation Policy when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

10 Use of reasonable force

- 10.1 BPET strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.
- 10.2 This power extends to times when staff are lawfully in charge of pupils but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.
- 10.3 Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.
- 10.4 All incidents of physical intervention, not just those in relation to helping a pupil calm down, must be reported to parents on the same day or as soon as is reasonably possible.

11 Bullying

- 11.1 BPET will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying, in line with the BPET Anti-Bullying Policy. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.
- 11.2 BPET wants to make sure that all pupils feel safe in the school and are accepted into the BPET community. BPET's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.
- 11.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. BPET practises a preventative strategy to reduce the chances of bullying. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.
- 11.4 If an allegation of bullying does come up, the respective school will:
- take it seriously;
 - investigate as quickly as possible to establish the facts;

- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher;
- provide support and reassurance to the victim;
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions;
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions;
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used;
- consider whether suspension or exclusion is appropriate in light of the circumstances.
- Where necessary and appropriate, provide support to pupils through external agencies

11.5 BPET believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its schools. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the BPET community, the member of staff should report this to a member of the school's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the pupil.

12 Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. BPET will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

13 Trips and residentials

If a pupil is suspended or excluded during a time when a school trip or residential is due to take place, no refunds for these trips or residentials will be issued to the family of the pupil.

14 Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Headteacher in accordance with BPET's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions guidance will be followed.

14.1 Approval by the Bellevue Place Education Trust Board

The Headteacher and BPET will review this policy statement annually and update it in consultation with key staff, in line with current best practice as s/he considers necessary.

[Rights and Responsibilities of Pupils, School Rules and behaviour system](#)

Appendix A – Strategies for prevention

Strategies to support positive ClassDojo

It is vitally important that we create the opportunities to allow the children to recognise their role in gaining positive Dojo points. Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that the children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive.

- Tactical ignoring
For a short period of time
- Tactical pausing
Pause, emphasises attention and focus
- Non-verbal cueing
A clear, discussed cue that gives message
- Name reminder
Integrate name into teacher talk
- Proximity praise
Praising a pupil for the following expectation to direct another into making the 'right choice'
- Behavioural direction
Use names to initiate the attention, focus on the expected behaviour rather than what is going wrong, finishing your sentence with a 'thanks'. This is brief
- Rule reminder
What is our rule for?
When..... then..... This keeps the focus on the desired outcome whilst allowing pupil to see the next steps
- Partial agreement
Partially agree then redirect. Focus is always on the desired behaviour, do not get into a discussion.
"I understand how you feel/ think..... but I would like you to....."
- Struck record
I would like you to..... The rule is.....
- Direct questions
'What', 'when', 'how rather than 'why', 'are you'. Responsibility is directed to the child.
- Directed choices

Within known rules or routines – refer back to rights, roles and responsibilities.

- Assertive comment/ direction/ command

Appendix B - School Local Adaptation

a) Rewards - ClassDojo

ClassDojo is a rewards system which focuses on the positives and highlights all the wonderful things our children do in a day, week, term and year. It is a points system where we can create our own key skills, implement our Halley House School values and bring even more focus to our behaviours for learning.

We will have set skills so we have consistency throughout the school but there will also be opportunities for each class to add additional skills that link to the Halley House values and what they may look like in individual classrooms.



Class Dojo

All children are encouraged to make positive choices about behaviour and can influence the outcomes.

All staff use a consistent approach to promote positive behaviours for learning linked to our values and behaviour focuses.

Children who regularly demonstrate positive behaviours for learning and follow school rules/expectations are recognised and rewarded.

All children will start each week on zero points before tallying up their weekly total in their Behaviour Passport.

All adults continually reinforce/discuss what 'behaviour for learning' looks like on a daily basis; during assemblies, during PSHE/Circle Time lessons and throughout the curriculum.

Class displays identify children practising our Halley values and behaviours for learning.

Adults use specific verbal praise to reinforce positive behaviours for learning and behaviour expectations.

Adults should reinforce that our Halley values are good enough.

Behaviour Team and SLT are able to track behaviours of classes.

Parents are linked to their child/rens account.

Dojo Time

Children who have gained positive points are awarded 'Dojo Time' at the end of each week.

Dojo Time is a weekly whole-class celebration of positive behaviour for learning at the end of each week. Children who have earned Dojo Time celebrate with their peers, class teacher and class support staff.

Children who consistently achieve behaviour expectations and demonstrate our Halley values are acknowledged and their achievements/efforts celebrated.

Classes decide in collaboration with their teachers what activities they would like during Dojo Time.

Dojo Time lasts for 25 minutes and is celebrated every Friday afternoon.

Children who receive -3 or more minus points will miss some or all of their Dojo Time for that week (see sanctions below).

Dojo Points

Children's names are displayed on our Halley values display and moved around throughout the day.

Children are awarded Dojo points to reinforce positive behaviours for learning.

Dojo points should be accompanied by specific verbal praise linked to our Halley values so children are aware of why they have earned their point.

Dojo points can be earned individually or collectively as a class.

All Dojo points are added together towards an individual and whole class total, and tallied up at the end of each week for the children to track in their behaviour passport.


At the start of each week, classes reflect and identify a weekly (numerical) aim and seek to achieve it by earning their points.

Any adult can award a Dojo point at any time.

Classes decide in collaboration with their teachers on what their whole class reward is for the end of the term. This is their behaviour trip celebration where the children celebrate together offsite.

All Dojo points are linked to our parents.

<ul style="list-style-type: none"> ● 1 point for general behaviours for learning and expectations negotiated by children and their class teacher
<ul style="list-style-type: none"> ● 2 points for Halley House value
<ul style="list-style-type: none"> ● 3 points for 'Star' behaviour
<ul style="list-style-type: none"> ● 4 points for 'Shooting Star' behaviours
<ul style="list-style-type: none"> ● 5 points for 'Super Star' behaviours

<h2>Accumulation of Dojo points</h2> <p>Weekly total amount of points are added to children's behaviour passports (and monitored by class teachers and Behaviour Team) so they can continue to track their positive choices and rewarded when they reach the following:</p>	
<ul style="list-style-type: none"> ● A total of 50 points - message via ClassDojo of acknowledgement sent by class teacher 	
<ul style="list-style-type: none"> ● A total of 200 points - Bronze certificate of acknowledgement from Miss Lola, parents invited to Celebration assembly 	
<ul style="list-style-type: none"> ● A total of 350 points - Silver certificate of acknowledgement from Miss Clarke, parents invited to Celebration assembly 	
<ul style="list-style-type: none"> ● A total of 500 points - Gold certificate of acknowledgement from Mrs Lim, parents invited to Celebration assembly, additional playtime 	
<ul style="list-style-type: none"> ● A total of 850 points - Diamond certificate of acknowledgement from Mrs Waite, parents invited to Celebration assembly, additional playtime 	
<ul style="list-style-type: none"> ● A total of 1000 points - Platinum certificate of acknowledgement from Mr Mills-Bishop, parents invited to Celebration assembly, additional playtime at Hackney Downs 	

<h3>Star Awards</h3> <p>In addition to Dojo points, all children have the opportunity to earn one of the star awards.</p> <p>Adults should reinforce intrinsic motivations.</p>

Star awards can be given out by any adult

Star awards should be used to reward **effort** and **perseverance** as well as achievements beyond the behaviour expectations.

Once a star award has been rewarded, it cannot be taken away, however children can still receive negative points as appropriate.

Each 'star' award earns a child additional Dojo points towards their total.

Star awards will also be linked to the Halley and Behaviour value of the week.

There are no limits as to how many children can earn a star award each day/week.

- Star – additional 3 points awarded on ClassDojo
- Shooting Star – additional 4 points awarded on ClassDojo
- Super Star – additional 5 points awarded on ClassDojo, certificate and special recognition during weekly Celebration assembly. Parents/carers are invited to attend these assemblies



Celebration 'Star of the Week' Assemblies

Weekly celebration assemblies are held on Friday mornings in Phase groups.

Class teachers nominate 2 children each week to receive a 'Star of the week' certificate, celebrating their achievements and efforts during the week specifically linked to our Halley values

Parents/carers are informed if their child is due to receive a certificate beforehand and are invited to attend the assembly.

Names of 'Star of the week' pupils are celebrated and published in the school newsletter and shared on our behaviour display on the stairs for all children to see.

The Headteacher or a member of SLT lead the weekly celebration assembly and children have the opportunity to come up to the front, collect their certificates and celebrate in front of their family and peers.

b) Sanctions and Consequences - Class Dojo

Warning points

All children start each week on zero. Dojo points will continue into the next day until weekly points are collected and recorded in children's Behaviour Passports at the end/ start of the week.

Points restart weekly after reflection sessions.

Negative choices may see children receiving minus points according to the school scale of sanctions (see below).

All children have the opportunity to continue earning positive points if they receive a minus.

Once children start to turn their behaviour around and begin to make positive choices, verbal praise and then positive points are awarded as quickly as possible.

For low-level or persistent behaviours, all children will receive discrete verbal reminders, encouragement and warnings before receiving a minus.

Minus points never display a child's name. Adults will always have a discrete conversation with the child to support them in making positive choices in line with our Halley values and behaviours for learning.

Some behaviours may result in children receiving minus points straight away, depending on the seriousness of the behaviour (see scale of sanctions below).

Class teachers monitor any accumulated minus points across the week/ term, and inform a member of the Behaviour team and parents if needed.

Dojo Time lasts for 25 minutes and is celebrated every Friday afternoon.

Children missing Dojo Time will be collected at the start by a member of the Behaviour Team.

Children missing Dojo Time will participate in a HHS Values/Behaviour assembly led by a member of the Behaviour Team and stay for their allocated missed Dojo Time before returning to class.

Children receiving minus points will have an accumulated total amount of missed Dojo Time as calculated below.

- Children who accumulate a total of -3 points will miss 5 minutes of their Dojo Time

<ul style="list-style-type: none"> • Children who accumulate a total of -5 points will miss 10 minutes of their Dojo Time
<ul style="list-style-type: none"> • Children who accumulate a total of -8 points or more will miss all of their Dojo Time
<ul style="list-style-type: none"> • Children who miss three Dojo Time celebrations in a term will result in a parent meeting, a missed Behaviour trip and is subject to immediate SLT involvement as behaviour may result in an internal/external exclusion

Scale of Sanctions

All staff are aware of a graduated scale of sanctions (see below) in line with minus points.

Children may lose points but their names are not displayed and they are spoken to discretely.

Children are encouraged to reflect on their behaviour choices with all staff facilitating restorative conversations when/ if needed.

Children with -3 points are to complete a reflection sheet (with adult support) as part of their reflective/ restorative process.

Children with -4 points are to complete a reflection sheet (with adult support) in their partner/ neighbour class as part of their reflective/restorative process.

Children with -5 points are sent to Miss Clarke to complete their reflection sheet/ restorative process. Involvement of SLT may occur as behaviour may result in a parent meeting and possible internal/ external exclusion.

Copies of reflection sheets are shared with the Behaviour team and parents/carers.

Parents/carers receive daily feedback about their child's behaviour from the class teacher and/ or a member of the Behaviour team.

Stage	Hierarchical	Fast Track	Sanctions
<p>Discrete conversation lead by adult/s in class Initial</p>	<ul style="list-style-type: none"> -Not settling quickly/lining up quickly -Not walking in line quietly/in correct order -Fiddling/fidgeting where it causes a distraction to themselves or others -Not responding to whole class hands up signal or classroom transitions 		<p>No sanctions at this stage. Use behaviour management strategies.</p> <p>Children warned that if behaviour continues they will receive a minus point.</p>
<p>-1 point</p> <p>1 warning then receive a -1 point</p>	<p>Repetition of Initial stage behaviours, even after adult interaction OR:</p> <ul style="list-style-type: none"> -Initial off task behaviour -Pushing into line -Dallying/dawdling -Silly noises -Talking with other pupils during transitions -Interrupting adults when talking to whole class -Wandering about -Calling out -Interrupting other pupils -Bringing inappropriate items to school (eg sweets, chocolate, crisps, biscuits) 		<p><i>School staff are to confiscate any inappropriate items brought to school. Such items are handed to their Phase Lead in a labelled envelope. The child may collect the items by arranging to meet their Phase Lead with his/her parent/carer at the end of the day at collection.</i></p> <p>Children warned that if behaviour continues they will receive -2 points.</p> <p>Adults to use reflection strategies (restorative chat) and begin to award positive points</p>

<p>-2 points</p> <p>1 warning then receive -2 points</p>	<p>Repetition of Initial stage or -1 behaviours</p>	<p>Receive immediate -2 points</p> <ul style="list-style-type: none"> -Deliberately creating a disturbance -Accidental damage through carelessness -Cheek/rudeness -Off-hand comments -Minor challenge to authority -Annoying other children -General refusal to do anything -Ignoring adults/ adult instruction 	<p>Adults to use reflection strategies (restorative chat) and begin to award positive points</p> <p>Children warned that if behaviour continues they will receive -3 points.</p>
<p>-3 points</p> <p>1 warning then receive -3 points</p>	<p>Repetition of Initial stage, -1 or -2 behaviours</p> <p>Time away from the rest of the class (e.g. at table or Calm Space) to continue on with work (for up to 10 minutes), reflect and give the child some space.</p>	<p>Receive immediate -3 points</p> <p>Behaviour which poses a risk to others:</p> <ul style="list-style-type: none"> -Deliberately throwing small objects with intention of breaking them or in the direction of others -Damaging school / pupil's property -Repeated refusal to do set tasks -Continued or more serious cheek / challenge to authority -Threatening behaviour -Swearing -Verbal abuse (towards adults and/ or peers) 	<p>Adults to use reflection strategies (restorative chat) to re-integrate children back to learning with the class and begin to award positive points</p> <p>Children complete reflection sheet with adult support.</p> <p>Classroom adults to complete behaviour log on CPOMS and discuss behaviour with parent/ carer at the end of the day.</p>

<p>-4 points</p>	<p>If behaviour has not improved, children can continue reflection time in a partner class (up to 20 minutes)</p> <p>Children to complete a Reflection Sheet</p>	<p>Receive immediate -4 points</p> <ul style="list-style-type: none"> -Repeatedly leaving the classroom without permission -Inappropriate language -destroying work 	<p>TA to escort child to a partner/ neighbouring class and collect pupil afterwards. Child to complete Reflection Sheet with adult support..</p> <p>If necessary, adult can remain with the pupil to help them complete the Reflection Sheet</p> <p>Reflection sheets added to CPOMS and a copy sent home to parents. Teachers must inform parents and talk through behaviour/Reflection sheets at the end of the day.</p> <p>Once pupil is back in class, adults begin to award positive points when showing behaviours for learning and Halley values.</p>
<p>-5 points</p> <p>Requires immediate involvement of SLT</p>		<p>Receive immediate -5 points</p> <p>Non-negotiable behaviour</p> <ul style="list-style-type: none"> -Refusal to return to class -Intentional physical harm to another (adult and/ or peer) -Throwing large/dangerous objects -Serious challenge to authority -Vandalism/theft etc -Extreme danger or violence -Running out of school -Fighting -Continued or directed swearing (at others) -Discriminative language that is racist, sexist or homophobic 	<p>Member of Behaviour Team and SLT is immediately informed</p> <p>Classroom adults to complete behaviour log on CPOMS.</p> <p>Highly likely in involve immediate contact with parents and/or suspension</p>

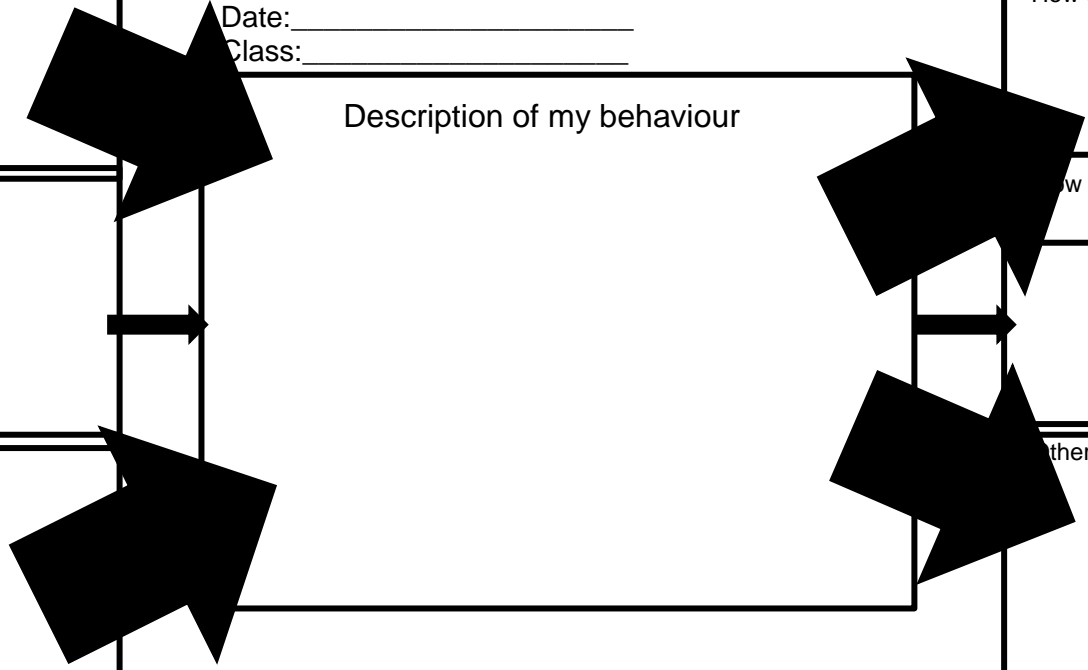
Behaviour reflectio

Name: _____
Date: _____
Class: _____

Reasons for my How was I feeling at that time?
What was I thinking at that time?

Description of my behaviour

Consequences of my How do I feel?
How has my behaviour affected others?
Other consequences?



What skills and/ or strategies will I use to support me:

Pupil: _____
Teacher: _____

Playtimes and Lunchtimes - Positive Dojo points and Stay on Green



Playground Awards - ClassDojo points

In addition to classroom Dojo points, all children have the opportunity to earn points in the playground that will contribute to their total.

Adults to verbally award and share positive behaviours in the playground with the children and add playground points once back in class.

Adults should reinforce intrinsic motivations.

Playground Dojo points can be given out by any adult.

Star awards can be given out for positive playground behaviours for **kindness, sportsmanship, collaboration** as well as achievements beyond the behaviour expectations.

Once a star award has been rewarded, it cannot be taken away, however children can still receive a negative card as appropriate (see Sanctions and Consequences below).

There are no limits as to how many points children can earn in the playground or star awards each day/week during play/ lunchtime.



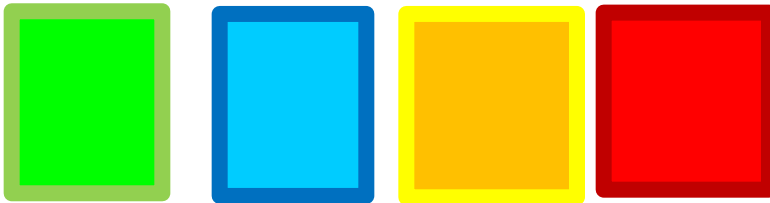
- **ii) Sanctions and Consequences - Stay on Green in the playground**

Colour Warnings

All children start each playtime/lunchtime on green

Negative choices may see children being given a colour warning card according to the school playground scale of sanctions (see below)

Colour warnings range from blue, yellow to red



- Children receiving a **blue** card will miss 2 minutes of their playtime
- Children receiving a **yellow** card will miss 5 minutes of their playtime
- Children receiving a **red** card will miss 8 minutes of their playtime

Children are praised with Dojo points which count towards their total in class.

All staff are aware of a graduated scale of sanctions (see below) in line with the colour warnings.

Children receiving a red card are encouraged to complete a reflection sheet (with adult support) as part of their reflective/ restorative process.

Parents/carers receive daily feedback about their child's behaviour from the class teacher or a member of the Behaviour Team.

Negative behaviours are dealt with in the playground and **not transferred** into the classroom.

If a behaviour incident happens at the end of a break time where a colour card is given, children will miss the appropriate time at their next break.

Stage	Hierarchical	Fast Track	Sanctions
<p>0 Initial</p>	<ul style="list-style-type: none"> -Not lining up quickly -Not walking in line quietly/in correct order -Being stroppy with peers during games -Not able to cope with turn taking -Not responding to tidy up time -Shouting -Running around playground corners -Playing roughly with playground equipment 		<p>No sanctions at this stage. Use behaviour management strategies.</p> <p>Children warned that if behaviour continues they will move to blue.</p> <p>Use of positive reminders.</p>
<p>Blue 1 warning then move to Blue</p>	<p>Repetitions of stage 0 behaviour even after teacher interaction OR:</p> <ul style="list-style-type: none"> -Pushing into line -Dallying/dawdling -Silly noises inside/ outside the lunch hall -Repeatedly shouting at peers -Ignoring lunchtime staff instructions -running in the lunch hall -shouting in the lunch hall -running through the building 		<p><i>School staff are to confiscate any inappropriate items brought to school. Such items are handed to their Phase Lead in a labelled envelope. The child may collect the items by arranging to meet their Phase Lead with his/her parent/carer at the end of the day at collection.</i></p> <p>Children warned that if behaviour continues they will move to yellow.</p> <p>Adults to use reflection strategies (restorative chat) to move children back towards green.</p>

<p>Yellow</p> <p>1 warning then move to Yellow</p>	<p>Repetition of stage 0 or Blue behaviour</p>	<p>Move straight to Yellow</p> <ul style="list-style-type: none"> -Deliberately teasing -Ignoring adult instructions -Persistent inconsiderateness or unkindness -Cheek/rudeness to peers and/ or adults -Play fighting -Minor challenge to authority -Annoying/ antagonising other children -playing with peers in the toilets -Bringing inappropriate items to school (<i>eg sweets, chocolate, crisps, biscuits</i>) 	<p>Adults to use reflection strategies (restorative chat) to move children back towards green after their time out.</p>
<p>Red</p> <p>1 warning then move to Red</p>	<p>Repetition of stage 0, Blue or Yellow behaviour</p> <p>Time away from the rest of the children to gather thoughts and calm down (for up to 8 minutes), reflect and give the child some space.</p>	<p>Move straight to Red</p> <p>Behaviour which poses a risk to others:</p> <ul style="list-style-type: none"> -Deliberately throwing objects with intention of breaking them or in the direction of others -Damaging school / pupil's property -Continued or more serious cheek / challenge to authority -Threatening behaviour -Continued or directed swearing -Verbal abuse -Fighting or serious threat of physical violence -discriminative language to others that is racist, sexist or homophobic -throwing food or food tray in the lunch hall 	<p>Adults to use reflection strategies (restorative chat) to re-integrate children back to learning with the class and back towards green.</p> <p>Children complete reflection sheet. If necessary, adult can remain with the pupil to support.</p> <p>Playground adults to complete behaviour log on CPOMS.</p> <p>Reflection sheets added to CPOMS and sent home to parents. Teachers must inform parents and talk through behaviour/Reflection sheets at the end of the day.</p>