

# The Hills Academy

## Behaviour Policy

---

**Status:** statutory/expected/recommended

**Date reviewed:** September 2024

**Scheduled Review Date:** September 2025

**Subject/Area Lead:** Rachel Lowdon

**Link Governor:** Lindsay Innes



# POLICY

## **Table of Contents**

- 1. Philosophy**
  - 2. Legal Requirements**
  - 3. Aims**
  - 4. Practice and Curriculum Organisation**
  - 5. The Hills Academy Code of Conduct**
  - 6. Procedures for supporting good behaviour and its rewards**
  - 7. Procedures for managing unacceptable behaviours and its sanctions**
  - 8. Strategies for avoiding unacceptable behaviour**
  - 9. Aide Memoire – Correct Procedures**
  - 10. Teaching and Learning**
  - 11. Differentiation**
  - 12. Equal Opportunities**
  - 13. Inclusion**
  - 14. Assessment, recording and reporting to parents**
  - 15. Monitoring and evaluation**
- Amendments**
- Appendix 1 Legislation**
- Appendix 2 Progression of time out**
- Appendix 3 Good practice behaviour for learning exemplars**
- Appendix 4 Year Group behaviour management systems**
- Appendix 5 Pupil/parent/school code of conduct section of school induction booklet**
- Appendix 6 Early Help and Intervention graduated response**

## **1. Philosophy**

---

We believe that behaviour expectations at The Hills Academy are met by providing our pupils with an atmosphere that is orderly, purposeful and caring in which to thrive, with a school ethos that demonstrates courtesy, consideration, compassion and is conducive to the task of learning and harmonious co-operation. In turn we encourage our pupils to develop a sense of pride in the school and feelings of personal achievement. Behaviour is 'The way we act and respond to people and to situations we find ourselves in.'

## **2. Legal Requirements**

---

The Education and Inspections Act of 2006 requires that the Head teacher of a maintained school should determine measures designed:

1. to promote self-discipline and proper regard for authority amongst pupils
2. to encourage good behaviour and respect for others on the part of pupils and in particular, prevent all bullying amongst pupils
3. to secure that the standards of behaviour of pupils are acceptable and otherwise regulate the conduct of pupils.
4. See appendix 1 for legislative links

## **3. Aims**

---

We aim to:

1. Equip our pupils to become responsible, civilised, well-rounded members of society.
2. Involve all members of the school community in the development and promotion of a Code of Conduct where a clear set of shared behaviour expectations is stated.
3. Promote positive behaviour, for example: self-control, co-operation and on-task learning.
4. Consistently reward positive behaviour and deal fairly with misdemeanors.
5. Encourage our pupils to respect and value all members of the school community and their surroundings.
6. Develop positive self-esteem, assertiveness, communication, self-confidence, self-discipline and personal accountability.
7. Promote and foster a parental partnership and excellent links with support services and the community in general, with regard to discipline.

## **4. Practice and Curriculum Organisation**

---

As a whole school, we recognise the importance of positive praise, encouragement, incentives and inducements and how this can enable effective learning to take place. Most pupils react well to praise and there is something worthy of praise in all pupils. It is therefore the responsibility of each teacher to ensure that the organisation and management of their classroom facilitates positive behaviour.

A rich stimulating environment based on first hand learning experiences with tasks suitably matched to the ability of pupils allows each pupil to be actively involved in their own learning and negates the possibility of frustration resulting from a rigid curriculum.

Through the delivery of a comprehensive PSHE curriculum-this learning process is enabled more effectively by teaching pupils to value relationships as fundamental to their development and fulfilment of themselves and others, and to the good of the community.

Through promoting positive behaviour, we recognise that each pupil should have a:

1. Communication right- the right to learn through collaborative talk which allows them to develop an awareness of and respect for the views and needs of others. Pupils should have the right to express themselves, share ideas and ask questions. This also links to our Lesson Rubric overview and the use of talk frames within lessons.
2. Movement right - the right to move safely around the teaching space and the school environment.
3. Conflict-resolution right- the right to settle their problems or tell their side of the story in a dispute by engaging in open, honest and non-judgmental discussions between themselves, to their teacher or other adults within the school.
4. Learning right- the right to learn in a positive working environment which enables everyone to learn and the teacher to teach.

These rights are supported and consolidated by a range of tools that are within the day-to day school life.

1. Key statements detailed in individual classroom Codes of Conduct.

This code of conduct is created by the class teacher and pupils. This needs to be used as working document meaning that certain points that you are working on as class, to ensure the correct behaviour and behaviour for learning is shown, can modified or even removed if needed. These targets will be directed to the class and their current needs and needs to be manageable and precise (no more than five). If the class teacher feels like their class has excelled or 'got it', they may remove this and add another. It can be added again if you find this slips.

2. Statements regarding the right to feel safe all of the time as detailed in our anti-bullying policy.
3. Fortnightly School Council meetings where 2 pupils from each class from Years 3-6 attend along with Head Boy and Head Girl and Wellbeing Ambassadors.

## **5. The Hills Academy Pupil Code of Conduct**

---

I will:

- Attend school every day and arrive on time
- Be an active and engaged member of the class
- Do all my school work and homework to the best of my ability
- Live the school values and be friendly, considerate, polite and helpful to others
- Respect other pupils' culture, identity, family, feelings, beliefs and values
- Remember the classroom and playtime rules
- Take good care of myself and my surroundings
- Let staff know if I feel unhappy, worried or anxious about anything

***The emphasis should be on the positive approach of encouragement and praise (4 positives: 1 sanction as a guide), rather than negative criticism. When criticism is appropriate, it should be constructive and include actions to improve behaviour. The list set out below is NOT any order of priority.***

## **6. Procedures for supporting good behaviour and its rewards**

---

\* Good behaviour should be rewarded at all times.

This can be achieved by-

1. Informing parents.

2. Using positive body language- e.g. smiles, tone of voice.
3. Providing positive, precise and personalised verbal responses.
4. Endorsing expected behaviour.
5. Providing positive expectations/instructions – these should be routinely reinforced with precise and specific named examples of good behaviour for learning, class teachers would like to grow in their class. feedback
6. Awarding marbles/ACE points for whole class achievements (working towards half-termly class treat)
7. Awarding stamps/stickers/behaviour praise points on Arbor.
8. Allowing pupils the opportunity to undertake specific areas of responsibility within the school.
9. Public acknowledgement in front of a group, class or key stage.
10. Providing class privileges- e.g. additional playtime, extra outdoor games session (in specific circumstances agreed with the HT).
11. Short-term strengthened PSHE focus in class around any emerging issues
12. Sending pupils to another member of staff to receive praise.
13. Sending pupils to Headteacher to show work and receive praise.

***Even in a well-ordered and positive environment, it may be necessary from time to time for sanctions to be applied. The list set out below is NOT in any order of priority, and it may not be necessary to apply all sanctions in each case.***

## **7. Procedures for managing unacceptable behaviour and its sanctions**

---

**Address individual behaviour (never the pupil) rather than punish the whole group.**

This can be achieved by -

1. Detailed notes to be kept as behaviour logs that are recorded on the day on Arbor
2. Ask that the school is informed of any circumstances that might affect a pupil's behaviour.
3. Using body language to portray disappointment- e.g. tone of voice.
4. Three warnings to give self-correction opportunities before sanction applied on 4<sup>th</sup> occurrence
5. Discussing behaviour with pupil and providing a verbal response to the behaviour shown- Pupil to consider ways to improve behaviour. \* see appendix 3 for suggestions on good practice
6. Carrying out a 'useful' task in school or cooling-off time to allow pupil to self-correct.
7. Endorsing expected behaviour of those pupils around the unacceptable behaviour.
8. Quiet discussion time away from the class e.g.: assembly/singing slots to explore the cause/discuss further
9. Withdrawal of privileges- time out **within** the classroom.\* see appendix 2
10. Short-term strengthened PSHE focus in class around focus issue
11. Informing parents.
12. Placing a pupil on 'Playground watch'. *When concerns arise regarding their behaviour, a pupil can be placed on playground watch. This must be noted on Arbor with the start and end date. The class teacher is responsible for making the senior lunchtime supervisor and all morning break time teaching staff aware, they then observe and comment on that pupil's behaviour during lunchtime and playtime each day. It is the responsibility of every class teacher to record a follow up comment on Arbor to show how the issue was resolved'*
13. Sending pupil to another member of staff- 'cooling off' period - recorded on the same day and logged on Arbor. There is a progression to follow with a gradual escalation:
  - 1- to year group colleague
  - 2- to a senior member of staff - Zoe Parker or Hannah Dowsett
  - 3- Behaviour Lead- at this point arrange a supported parental discussion with the pupil/parent/teacher
  - 4- AHT (Matthew Parker)
  - 5- DH (Venetia Thomson)

- 6- HT (Moya Whitehead)
14. Inform Headteacher.
  15. Identifying areas of concern and strategies that will enable the improvement of those identified areas and adding to the pupil row on the class provision map.
  16. Complete an ABC form (to examine antecedents) or begin an initial concern form to discuss with parent and SENDCo if behaviours stem from a barrier to learning
  17. Completing a personalised behaviour reward chart/system at school and at home or Home/School book.
  18. Involving outside agencies, for example, the Educational Psychology service. Formal assessment procedures to then be followed.
  19. Inform governors if extreme.
  20. Up to two days excluded from classroom with school staff.
  21. Up to three days excluded off-site at another school with teaching assistant.
  22. Suspending a pupil (A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year)
  23. Permanently excluding pupil.(In response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school)

***It is important that pupils know that they are under supervision at all times when they are on the school premises and/or on authorised school activities.***

**Please note that if a pupil exhibits behaviour, which is considered extreme, school staff may remove certain privileges e.g. break and lunchtime without needing to give reminders and go through certain steps on the Behaviour policy. This is supported by the senior leadership and the governing body.**

## **8. Strategies for avoiding unacceptable behaviour**

---

These include-

1. Offering the opportunity for pupils to stay indoors at lunchtimes where possible if they would prefer-lunchtime club/reading provision in the library.
2. Organised outdoor lunchtime supervisor activities supported by Sports Ambassadors.
3. Comprehensive and responsive delivery of Personal, Social and Health Education as identified in the National Curriculum document.
4. KS1 Cloakrooms and corridors to be supervised by class teachers at peak times (KS2 cloakrooms inside class.) Lunchtime supervisors monitoring the movement of pupils in corridors at lunch time. Pupils encouraged to go the toilets at changeover times not in lesson time (with adjustments made for age/individual circumstances)
5. Staff actively monitor their class settling/at end and during assemblies and prompt collection of pupils from playground/hall following playtimes and assemblies.
6. After discussion with SENDCo/HT signal for pupil to give to class teacher if (eg: red pencil/sad face card) for short period (with 1/2/5 min timer) of calm time out of KS2 classroom
7. Individual Risk Assessments made as necessary and shared with the SENDCo & EVC, for lunch times or school trips

## **9. Aide Memoire – Correct Procedures**

---

1. If a pupil requires a change of environment from their classroom, appropriate supervision must be provided.
2. Members of staff to send red card to school office in case of an emergency. The red cards are displayed in each classroom and in the hall. There are red cards for class teachers to take to the field/ playground.
3. After lunchtime teaching FS and KS1/2 staff to be back in class 5 minutes before the lunchtime staff leave
4. Playtimes prompt transition.
5. Transition times/movement of lines should be monitored (poor visibility if you lead the line) stopping regularly to reinforce desirable volume/behaviour relevant to the situation.

## **10. Teaching and learning**

---

Without a strong commitment to discipline, effective teaching and learning cannot take place. The use of inspiring and motivating teaching methods and the full involvement of all pupils are important ingredients in ensuring a well-ordered, well-motivated school.

## **11. Differentiation**

---

At The Hills Academy, we ensure that appropriate activities are available by setting suitable learning challenges and responding to pupils' diverse learning needs. Opportunities for extension and enrichment are built into our schemes of work. Strategies for supporting pupils with particular needs are detailed in the Special Educational Needs Policy, and Curriculum Enrichment Policy.

## **12. Equal Opportunities**

---

The Hills Academy is committed to working towards equality of opportunity for all pupils regardless of age, ability, gender, race and social circumstance. All pupils will be given equal access to all areas of the curriculum and school life as a whole. Any under-representation of a particular group of pupils should be investigated to ensure that the policy does not discriminate against them, either directly or indirectly.

## **13. Inclusion**

---

There is a commitment to inclusive practice. Inclusion is the responsibility of everyone in the school. The Equality Act 2010 provides an updated statutory framework to ensure that all people with protected characteristics are given equal opportunities. All pupils have the right to attend a mainstream school, unless their parents choose otherwise or if this is incompatible with 'efficient education for other pupils.' Alongside the act The Disability Equality Duty(DED), introduced into The Disability Discrimination Act in 2005, place new duties on schools not to treat disabled pupils less favourably than others and to make 'reasonable adjustments' to ensure that they are not disadvantaged. This may involve disabled pupils receiving more favourable provision. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations' (Special Educational Needs and Disability Code of Practice: 0 to 25 years-January 2015).

## **14. Assessment, recording and reporting to parents**

---

Detailed records are kept on Arbor and in home school books. Arbor allows patterns of behaviour to be observed. The information gained is used as a means of ensuring that the behaviour is modified as soon as possible. Any meetings with parents in, can be added to this online tool. Parents may wish to access further support through the Pupil and Family Welfare Lead and/ or through completing an EHA (Early Help Assessment) together with the class teacher and SENDCO or Enrichment Lead. Any concerns regarding a pupil's well-being must be logged onto MyConcern rather than Arbor unless there is a link to their behaviour.

## 15. Monitoring and evaluation

Detailed reports should be kept of all suspensions and exclusions. They must be reported by the Headteacher to the governing body. In addition to this, if a pupil has been given a suspension, who is LAC or has a child protection case the local authority and social worker must be notified. Key Stage meetings in the summer term should ensure that a common approach to rewards and sanctions is in place in preparation for the new class presentations to parents. SLT observe behaviour during lesson observations. The School Council discusses behaviour on a regular basis.

## 16. INSET

INSET will be provided as identified in the School Development Plan.

## 17. Policy and guideline review

At least once in every year the document and measures therein should be brought to the attention of all pupils, parents, employees and anyone engaged to provide their services at the school.

## Amendments

Amendment Details	Made By	Date
Updated policy with Y5/6 additional information appendix	CR	13.1.17
Removed 'golden' rules which were not recorded	CR	13.1.17
Added new inclusion statement from SENCO	CR	13.1.17
My Concern and experience afternoons added	VT	Sept 18
<b>Pg. 5/6 Procedures for supporting good behaviour and its rewards</b> 1-Added (4 positives : 1 sanction as a guide), 2- Removed Curriculum choosing time/experiences now whole school provision not reward. 3-Added frequency of gold book clarified (aiming for 2 per pupil each year, ideally one for values/character and 1 work related). 4-Removed <i>Photocopying good work and sending this home</i> . 5- Added Providing class privileges- e.g. additional playtime, extra outdoor games session ( <b>in specific circumstances agreed with the HT</b> ). 6- Short-term strengthened PSHE focus in class around any emerging issues	VT staff meeting	Sept 19
<b>Pg. 6/7 Procedures for managing unacceptable behaviour and its sanctions</b> 1-Added Sanction/address individual behaviour ( <b>never the pupil</b> ) rather than the punishment of the whole group or class. 2-Added My Concern in place of behaviour logs 3-Reworded Endorsing expected behaviour of those pupils around the unacceptable behaviour. 4-Added - Quiet discussion time away from the class eg: assembly/singing slots to explore the cause/discuss further 5-Changed location of book <b>recorded on the same day in centrally kept in SENDCo office</b> . 6-Behaviour no longer a 2014 Code of Practice SEN heading so amended to reflect quality first teaching graduated response	VT/ staff meeting	Sept 19

<p>-Identifying areas of concern and strategies that will enable the improvement of those identified areas and adding to the pupil row on the class provision map.</p> <p>-Complete an initial concern sheet to discuss with parent and SENDCo</p> <p>7- Short-term strengthened PSHE focus in class around focus issue</p> <p>8- Three warnings to give self-correction opportunities before time sanction applied</p> <p>9-Added Sending pupil to another member of staff- ‘cooling off’ period-recorded on the same day in centrally kept in SENDCo office. There is a progression to follow with a gradual escalation. Class teacher sends</p> <p>1-to year group colleague    2-to KS lead – at this point arrange a KS leader-supported parental discussion with the pupil/parent/teacher    3-to AHT/DH    4-to HT</p>		
<p><b>Pg. 7 Strategies for avoiding unacceptable behaviour Section re-written</b></p>	VT staff meeting	Sept 19
<p><b>Pg. 7 Aide Memoire – Correct Procedures.</b></p> <p>Added Transition times/movement of lines should be monitored (poor visibility if you lead the line) stopping regularly to reinforce desirable volume/behaviour relevant to the situation</p>	VT / staff meeting	Sept 19
<p><b>Appendix 5 Covid appendix-bubble rules and UKS2 amendments</b></p>	VT	Sept2020
<p><b>Appendix 4 Changes to rewards for KS1/lower &amp; upper KS2</b></p>	ZT/RL/MP	Sept 2020 And July 2021
<p><b>Appendix 4 Changes Lower Key Stage 2 Sanctions</b></p> <ul style="list-style-type: none"> <li>- <b>Removed communication process during COVID – 19</b></li> <li>- <b>Added communication process if pupil is attending an after-school club or prime regarding behavior</b></li> </ul>	RL	Nov. 2022.
<p><b>Updated in line with <i>Suspension and Permanent Exclusion from maintained schools, academies -Guidance September 2023.</i></b> Arbor replacement instead of My Concern. Early Help Graduated response added as appendix 6</p>	SLT	September 2023
<p><b>Pg. 3/4 4. Practice and Curriculum organisation</b></p> <p>1. Communication right- the right to learn through collaborative talk which allows them to develop an awareness of and respect for the views and needs of others. Pupils should have the right to express themselves, share ideas and ask questions. This also links to our Lesson Rubric overview and the use of talk frames within lessons.</p> <p>These rights are supported and consolidated by a range of tools that are within the day-to day school life.</p> <p>1. Key statements detailed in individual classroom Codes of Conduct.</p> <p><b>This code of conduct is created by the class teacher and pupils. This needs to be used as working document meaning that certain points that you are working on as class, to ensure the correct behaviour and behaviour for learning is shown, can modified or even removed if needed. These targets will be directed to the class and their current needs and needs to be manageable and precise (no more than five). If the class teacher feels like</b></p>	RL	September 2024

<p><b>their class has excelled or 'got it', they may remove this and add another. It can be added again if you find this slips.</b></p> <p>2. Statements regarding the right to feel safe all of the time as detailed in our anti-bullying policy.</p> <p>3. Fortnightly School Council meetings where 2 pupils from each class from Years 3-6 attend along with Head Boy and Head Girl and Wellbeing Ambassadors.</p> <p>The Hills Academy Code of Conduct removed as this is now on Arbor rather being stored in class file as a hard copy.</p>		
<p><b>Pg. 5 6. Procedures for supporting good behaviour and its rewards</b></p> <p>5. Providing positive expectations/instructions These should be routinely reinforced with precise and specific named examples of good behaviour for learning, class teachers would like to grow in their class. feedback</p> <p>6. Awarding stamps/stickers/marbles/ACE points – Key Stage consistent.</p> <p>7. Awarding behaviour praise points on Arbor.</p> <p>Star of The Week removed.</p>	RL	September 2024
<p><b>Pg. 5 7. Procedures for managing unacceptable behaviour and its sanctions</b></p> <p>13. Sending pupil to another member of staff- 'cooling off' period- recorded on the same day and logged on Arbor.</p> <p>This has been changed from logging the cooling off period in a book which was centrally stored in the SEND-Co office.</p>	RL	September 2024
<p><b>Pg. 5 7. Procedures for managing unacceptable behaviour and its sanctions</b></p> <p>2- to a senior member of staff - Rachel Lowdon, Zoe Parker or Hannah Dowsett - at this point arrange a KS leader-supported parental discussion with the pupil/parent/teacher</p> <p>Changes made to stages of progression due to a restructure in the senior leadership team and key stage leads being removed.</p> <p><b>Please note that if a pupil exhibits behaviour, which is considered extreme, school staff may remove certain privileges e.g. break and lunchtime without needing to give reminders and go through certain steps on the Behaviour policy. This is supported by the senior leadership and the governing body.</b></p>	RL	September 2024
<p><b>Pg. 8. 8. Strategies for avoiding unacceptable behaviour.</b></p> <p>2. Organised outdoor lunchtime supervisor activities supported by Sports Ambassadors.</p>	RL	September 2024
<p><b>Pg. 7 15. Monitoring and evaluation</b></p> <p>In addition to this, if a pupil has been given a suspension, who is LAC or has a child protection case, the local authority and social worker must be notified.</p>	RL	September 2024
<p><b>Appendix 4</b> - Addition of rewards and sanctions matrix to Y1-6</p>	RL	September 2025

- Yellow and red card response matrix - Marble jar and ACE point sheet edited and additions to whole class rewards.		
<b>Pg. 5 7. Procedures for managing unacceptable behaviour and its sanctions</b>  13. There is a progression to follow with a gradual escalation: 1- to year group colleague 2- to a senior member of staff - Zoe Parker or Hannah Dowsett 3- Behaviour Lead- at this point arrange a supported parental discussion with the pupil/parent/teacher 4- AHT (Matthew Parker) 5- DH (Venetia Thomson) 6- HT (Moya Whitehead)	RL	September 2025
<b>Appendix 1 – Updates to dates of:</b>  <ul style="list-style-type: none"> <li>• Suspension and Permanent exclusion Guidance (August 2024)</li> <li>• Behaviour in schools Advice for Headteacher and school staff (February 2024)</li> </ul>	RL	September 2025

## Appendix 1

Government guidelines (2013) state that ‘Teachers have the power to discipline pupils for misbehaving outside of the school premises to “such an extent as is reasonable.” Subject to the behaviour policy, teachers may discipline pupils for:

misbehaviour when the pupil is:

- taking part in any school-organised or school related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at school.
- OR misbehavior at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation on the school.

**IN ALL CASES OF MISBEHAVIOUR THE TEACHER CAN ONLY DISCIPLINE THE PUPIL ON SCHOOL PREMISES OR ELSEWHERE WHEN THE PUPIL IS UNDER THE LAWFUL CONTROL OF A MEMBER OF STAFF.**

### Legislative Links

- School Standards and Framework Act 1998
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- The Education (Independent School Standards) (England) Regulations 2010
- Education Act 2011
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Suspension and Permanent exclusion Guidance (August 2024)
- Behaviour in schools Advice for Headteacher and school staff (February 2024)

## Appendix 2

### PROGRESSION FOR TIME OUT - Staged time out policy least to most intrusive:

In class time out option...colleague assisted time out...sending for assistance using red card

In class time out option: designated area in class/ egg timer/ poster demonstrating a pupil thinking calmly and realizing what he / she needs to do before they rejoin the class or group. Teacher models cue the pupil can give when they are ready to rejoin the class.

Colleague assisted time out: cue colleague with card send pupil to the other class for 5-10mins or sometimes for the rest of that session. In the other class, the pupil is directed to 'calm and settle' when the teacher thinks they are ready will send them back escorted by a trusted pupil from the support class. It can help to give work if the pupil is settled enough. Support colleague not to give the pupil undue or special attention. Class teacher to explain to class that pupil will be with ... for time out ... speak to him/her later... back to work everyone. This is noted with by the class teacher on Arbor on the same day it happens.

When there is a pupil significantly disturbing the class or there is concern over physical or psychological safety a red card needs to be sent to the Headteacher (Key Stage 1 building) or the Deputy Headteacher (Key Stage 2 building). The senior member of staff who responds to the red card will then calmly escort the pupil away from the peer audience / occasionally it may be necessary to remove the class rather than the pupil.

## Appendix 3

### Behaviour for Learning

<u>Techniques</u>	<u>Language Scripts</u>
Choice direction	Gives pupils some control over a situation which is less likely to initiate point blank refusal. Examples include: 'I need you to get on with your work' or (consequences) - 'it's your choice.' 'Are you choosing not to follow our rules on _____?' or 'Sit over here or next to ... (implicit choice).'
Deferred consequences	Deals with a pupil who is misbehaving later and therefore removes the 'audience' the rest i.e. of the class who are watching the drama unfold and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome. Example includes: 'I'd like to sort this out .... but we can't do it now. I'll talk with you later / at the end of the lesson.'
Pause- direction	Use a pause after calling a name to establish and sustain attention. "... (pause)... – back to work, thanks". "...facing this way and listening, thank you".
Privately understood / non-verbal signals	Draws the class together and builds in sharing times. Examples include: 'Clapping your hands three times; "Four on the floor" – for chair-leaners. Pointing to Code of Conduct / visual behaviour reminder. An individual pupil may recognise a gesture from the teacher as a reminder to concentrate on work.'
Tactical ignoring	May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the 'target' pupil but praise the nearby pupil. If target pupils change their behaviour, praise them. Example includes: The teacher may say to a nearby pupil. 'Well done ... – you remembered to put your hand up to answer a question.'

Consequences and sanctions, rule reminders	Needs to be in line with school policy and be implemented clearly and consistently. Example includes: ‘... – “What does the Code of Conduct say about how you are you expected to come into our room?” “What’s our rule for working noise?”’
Partial agreement	Deflects confrontation with pupils by acknowledging concerns, feelings and actions. Examples include: ‘Yes, you may have been talking about your work but I would like you to...’ ‘Yes, it may not seem fair but . . .’
When-then direction	Avoids the negative by expressing the situation positively. Examples include: It is better to say, ‘When you have finished your work, then you can go out’ than. ‘No, you cannot go out because you have not finished your work’.
Take up time	Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follows an instruction with a pause to allow pupils time to comply. Example includes: ‘I need you to open your book and start work now ... I’m going to see ... who needs some help but I’ll come back in a minute if you need any.’

## Appendix 4 - Year Group behaviour management systems



### The Hills Academy Individual Reward Matrix: Years 1 – 6

Positive Behaviour			Response		Communication		Recording	
Level	Definition	Example	Reward	Acknowledgement	Within school	Externally	Where	Responsibility
1	Low Level Positive Behaviour	Good effort/progress on a task or homework.	Informal 'Well Done' – personalised to the child.	Verbal (either personal or in front of peers), or a written praise on a piece of work.	Discretionary: Awarding member of staff to inform class teacher, Behaviour Lead		Verbal in order to set high expectations to the rest of the class.	Awarding member of staff
		Single act of kindness (volunteering to help, picking up litter, holding door)						
2	Noteworthy Positive Behaviour / Effort	Good effort in a lesson/ homework. A single instance of good academic progress being made. Good mark in a class test. Achievement in an extra-curricular activity/club	Behaviour points on Arbor	Verbal either personal or in front of peers, or written praise explaining what the pupil had done to receive the reward i.e. the behaviour points	Staff member adds details to pupil's record on Arbor	Discretionary: Awarding member of staff may inform parents/guardians. Class teacher may send home details of the 'Good News' at drop off or pick up.	Arbor	Awarding member of staff
		A noteworthy act / a positive contribution to school life / kindness /exhibiting leadership skills/ school values						
3	Exceptional Positive Behaviour	A single, outstanding piece of work/ or effort/ example of progress	Certificate from subject lead for that specific subject.	Staff member to recommend pupil to subject lead	Class teacher to recommend pupil to subject lead.	Class teacher to send pupils/parents certificate	Class teacher to keep tracker in class	Class teacher and SL
		Accumulation of behaviour points (20, 30, 40, 50 etc)	Class certificate	Totalling of behaviour points from Arbor	This needs to be clearly communicated between class teacher and SL of when they may receive award.	Arbor	Arbor	Class teacher to keep record.
		Consistently excellent interim effort / attainment	Award of privileges appropriate to year group	Report on Arbor	Communication sent home	Arbor	Arbor	Class teachers
4	Outstanding and consistent positive behaviour	Outstanding act of kindness, noticeable impact on school life or the wider community e.g. Public speaking in assembly with no staff input or organising a charity event	Head Teacher Award – to be communicated before sending a child for the reward.	Sticker	Class and Year group announcement	Arbor	Arbor	Class teacher
		Outstanding evidence of consistency in one (or more) aspects of School life, including academic.						



The Hills Academy Class Reward Matrix: Years 1 – 6

Year Group	Class Behaviour		Response		Communication		Recording	
	Definition	Example	Reward	Acknowledgement	Within school	Externally	Where	Responsibility
1 and 2	Low Level Positive Behaviour	Good effort/progress on a task or homework.	Informal 'Well Done' – personalised to the class	Verbal (either personal or in front of peers), or a written praise on a piece of work.	Discretionary: Awarding member of staff to inform class teacher, Behaviour Lead	N/A	Verbal in order to set high expectations to the rest of the class.	Awarding member of staff
		Single act of kindness (volunteering to help, picking up litter, holding door)						
	Exceptional Positive Behaviour	<p>Good effort in a lesson/ homework. A single instance of good academic progress being made. Good mark in a class test. Achievement in an extra-curricular activity/club</p> <p>A noteworthy act / a positive contribution to school life / kindness / exhibiting leadership skills</p> <p>Working cooperatively towards the class' code of conduct.</p>	<p><b>Award a class marble</b></p> <p><b>Once the class earns all of their marbles they chose one of their 'class treats' that were created / discussed during RTL week that must agreed across year groups to ensure consistency and fairness.</b></p>	Staff member to address whole class behaviour and to explain clearly as to why the class have been awarded a marble.	Discretionary: Awarding member of staff to inform class teacher, Behaviour Lead	N/A	Verbal / marble jar on the class whiteboard.  (total of 20 marbles)	Class teacher or specialised teaching staff
3 and 4	Low Level Positive Behaviour	Good effort/progress on a task or homework.	Informal 'Well Done' – personalised to the class	Verbal (either personal or in front of peers), or a written praise on a piece of work.	Discretionary: Awarding member of staff to inform class teacher, Behaviour Lead	N/A	Verbal in order to set high expectations to the rest of the class.	Awarding member of staff
		Single act of kindness (volunteering to help, picking up litter, holding door)						
	Exceptional Positive Behaviour	<p>Good effort in a lesson/ homework. A single instance of good academic progress being made. Good mark in a class test. Achievement in an extra-curricular activity/club</p> <p>A noteworthy act / a positive contribution to school life / kindness / exhibiting leadership skills</p> <p>Working cooperatively towards the class' code of conduct.</p>	<p><b>Award a class marble</b></p> <p><b>Once the class earns all of their marbles they chose one of their 'class treats' that were created / discussed during RTL week that must agreed across year groups to ensure consistency and fairness.</b></p>	Staff member to address whole class behaviour and to explain clearly as to why the class have been awarded a marble.	Discretionary: Awarding member of staff to inform class teacher, Behaviour Lead	N/A	Verbal / marble jar in classroom.  (total of 30 marbles)	Class teacher or specialised teaching staff
5 and 6	Low Level Positive Behaviour	Good effort/progress on a task or homework.	Informal 'Well Done' – personalised to the class	Verbal (either personal or in front of peers), or a written praise on a piece of work.	Discretionary: Awarding member of staff to inform class teacher, Behaviour Lead	N/A	Verbal in order to set high expectations to the rest of the class.	Awarding member of staff
		Single act of kindness (volunteering to help, picking up litter, holding door)						
	Exceptional Positive Behaviour	<p>Good effort in a lesson/ homework. A single instance of good academic progress being made. Good mark in a class test. Achievement in an extra-curricular activity/club</p> <p>A noteworthy act / a positive contribution to school life / kindness / exhibiting leadership skills</p> <p>Working cooperatively towards the class' code of conduct.</p>	<p><b>Award a class ACE point</b></p> <p><b>Once the class earns all of their ACE points they chose one of their 'class treats' that were created / discussed during RTL week agreed across year groups.</b></p>	Staff member to address whole class behaviour and to explain clearly as to why the class have been awarded a marble.	Discretionary: Awarding member of staff to inform class teacher, Behaviour Lead	N/A	Verbal / ACE point to be noted on tracking sheet in the classroom on main display board.  (total of 50 ACE points)	Class teacher or specialised teaching staff



## The Hills Academy Individual Sanctions Matrix: Years 1 – 6

Individual Behaviour		Response		Communication		Recording	
Definition	Example	Reward	Acknowledgement	Within school	Externally	Where	Responsibility
Low Level Negative Behaviour	Talking during the class input	Verbal warning given to individual (child to receive a maximum of three warnings)	Using body language to portray disappointment- e.g. tone of voice.	Placing a pupil on 'Playground watch'. When concerns arise regarding their behaviour, a pupil can be placed on playground watch. This must be noted on Arbor with the start and end date. The class teacher is responsible for making the senior lunchtime supervisor and all morning break time teaching staff aware, they then observe and comment on that pupil's behaviour during lunchtime and playtime each day. <u>It is the responsibility of every class teacher to record a follow up comment on Arbor to show how the issue was resolved'</u>	Parents to be informed directly at the end of the school day.  If a child is in Years 5 and 6 or the child attends Prime Time a phone call home must be made informing the parent or carer of their child's behaviour and next steps are to be discussed	Discretionary: If a child has received more than 3 warnings, or has been sent for a cooling off period, this needs to be logged on Arbor, with the correct level, details of incidents, actions taken and the log must be resolved within...  NB: If staff members have dealt with the incident, and the necessary steps have been taken, the incident can be resolved on the day it is logged.	Member of staff who is dealing with the behaviour incident. If it not the class teacher, the class teacher must be informed straight away so they can gather all necessary information for when parents may need to be informed.
	Losing focus and becoming off – task purposely	<p><b>Years 1 and 2</b> Child to be moved through behaviour management strategies in class for key stage – the class teacher/cover supervisor should move the child's name.</p> <p><b>Years 3 and 4</b> If a child has been given 3 warnings during the morning session, they will then subsequently lose time off of their morning break.</p>	Three warnings to give self-correction opportunities before sanction applied on 4 <sup>th</sup> occurrence				
		<p><b>Years 5 and 6</b> If a child has been given 3 warnings throughout the day, they will then subsequently lose time off of their morning break the following day.</p> <p><b>Years 5 and 6</b> If a child has been given 3 warnings during the morning session, they will then subsequently be given a yellow card.</p> <p>NB: steps on the yellow / red card system are detailed within the Behaviour Policy</p>	Discussing behaviour with pupil and providing a verbal response to the behaviour shown- Pupil to consider ways to improve behaviour. * see appendix 3 for suggestions on good practice				
Extreme Negative Behaviour	Continuous rudeness and disruptiveness within class	<p>If a child has been given 3 warnings throughout the day, they will then subsequently lose time off of their morning break the following day.</p> <p><b>Years 5 and 6</b> If a child has been given 3 warnings during the morning session, they will then subsequently be given a yellow card.</p> <p>NB: steps on the yellow / red card system are detailed within the Behaviour Policy</p>	Carrying out a 'useful' task in school or cooling-off time to allow pupil to self-correct.	<p>Sending pupil to another member of staff- 'cooling off' period- recorded on the same day and logged on Arbor. There is a progression to follow with a gradual escalation:</p> <ul style="list-style-type: none"> <li>- Year group colleague</li> <li>- Senior member of staff: ZP, HD</li> <li>- Behaviour Lead - at this point arrange a Senior Leader supported parental discussion with the pupil/parent/teacher</li> <li>- Assistant Headteacher</li> <li>- Deputy Headteacher</li> <li>- Headteacher</li> </ul>			
	Physical or verbal abuse to a child or teacher (Level 3)	<p>Endorsing expected behaviour of those pupils around the unacceptable behaviour.</p> <p>Quiet discussion time away from the class eg: assembly/singing slots to explore the cause/discuss further</p>	If the behaviour persists throughout a half term, then the child may be placed on to a behaviour plan which will be devised by the class teacher, Rachel Lowdon, the child and their parents/carers.				

**NB:**

actions of hate crime or assault may lead to immediate suspension.

Code of conducts are a live document and should be frequently reviewed and adapted by the class teacher and pupils



## The Hills Academy Red and Yellow Card Response

	When	Response	Gradual response (step 13 on BP)	Communication	Recording
<b>Frist Yellow Card</b>	3 warnings given throughout the morning or afternoon.	Supervised breaks for the following day.	Cooling off period to year group colleague.	Parents to be informed either at the end of the day or a telephone call home if the child walks home or attends an after school club.  Behaviour Lead must be informed who has been placed on a yellow card to monitor.	Logged on Arbor.  If behaviour persists and is becoming a regular occurrence in class, advice can be sought from Behaviour Lead regarding a range of plans to be put in place.
<b>Second Yellow Card</b>	3 warnings given throughout the morning or afternoon.		Spoken to by a member of Senior Leader.		
<b>Third Yellow Card</b>	If a third yellow card is given within the same term, this will instantly become a red card.	Supervised breaks for the following 2 days.	Behaviour Lead at this point arrange a supported parental discussion with the pupil/parent/teacher.		
<b>Red Card</b>	3 <sup>rd</sup> yellow card given and/or extreme behaviour.		Member of Headship Team (MP, VT, MW).		

## Key Stage 1 and Lower Key Stage 2 Whole Class Rewards

In years 1-4 classrooms there is a marble jar visible for all pupils to clearly see and access. Pupils can earn marbles for:

- Displaying school values
- Good behavior for learning
- Following the 5 B's and using the 'learning pit'
- Collectively (encouraging teamwork)
- Positively contributing to the classroom environment e.g. taking pride in work and learning environment

Once the marble jar is full the pupils are collectively rewarded with a 20-minute educational experience where they are able to choose the activity from the class teacher. For example:

- Movie and popcorn afternoon
- Sports equipment on the field / green
- Ice lollies and blankets on the field with reading.
- Mindfulness colouring and activities
- Junk modelling/designing

## Key Stage 1 and Lower Key Stage 2 Individual Rewards

In years 1-4 pupils are individually rewarded with stickers, positive praise, Arbor Praise Points and feedback to parents for the following:

- Displaying school values
- Good behaviour for learning
- Following the 5 B's and using the 'learning pit'
- For improved attitude and work ethic
- Positively contributing to the classroom environment e.g. taking pride in work and learning environment

## Key stage 1 Sanctions

Years 1 and 2 use an individual warning system as follows:

- First warning (reminder of desired behaviour)
- Second warning (pupil's hot air balloon is moved to the grey cloud)
- Third Warning (pupil's hot air balloon is moved to the thunder cloud)
- Final warning (minutes off play time)

## Lower Key Stage 2 Sanctions

Years 3 and 4 use an individual warning system as follows:

- First, second, third warning (reminder of desired behaviour) , next warning (minutes off playtime)

In Year 1-4 if the pupil's behaviour does not improve throughout the day, they are then sent to the year group colleague. This system is used for low-level disruption. If behaviour does not improve or worsens, the class teacher speaks to the parents to inform them of their pupil's behaviour. If this does continue, the class teacher, parent and Behaviour Lead have a formal meeting regarding behaviour and discuss next steps. After this, there will be a meeting with the head teacher and/or deputy head teacher.

- If behaviour is extremely poor from the pupil during the day, the parents may need to be informed during the school with a telephone call if the pupil is attending an after-school club or primetime.

## UKS2-specific exert of behaviour policy

### UKS2 Rewards

In years 5 and 6 classrooms there is an ACE sheet visible for all pupils to clearly see and access. Pupils can earn ACE points for:

- Displaying school values
- Good behaviour for learning
- Following the 5 B's and using the 'learning pit'
- Collectively (encouraging teamwork)
- Positively contributing to the classroom environment e.g. taking pride in work and learning environment

Once the ACE point sheet is full, the pupils are collectively rewarded with a whole class reward that was agreed during ready to learn week. This must be agreed across the year group for consistency.

For example:

- Movie and popcorn afternoon
- Sports equipment on the field / green
- Ice lollies and blankets on the field with reading.

### Upper Key Stage 2 Sanctions – in-class disruption

Years 5 and 6 will have a yellow and red card system to monitor continued reminders given to pupils regarding in-class disruption. The school-wide behaviour policy should be applied in the first instance. If a pupil does receive 3 warnings/reminders during a morning or afternoon, they receive a yellow card and are given time out within the classroom to refocus. If a pupil receives a yellow card, it will be logged on Arbor; parents will be contacted to inform them why the yellow card was given and next steps if behaviour persists. If a pupil receives a yellow card, the pupil will have supervised break times with the class teacher the following day or will remain inside during break times the following day. The class teacher will speak to their pupil regarding the causes of their behaviour, strategies to improve their behaviour in the future and expectations moving forward (individual strengthened PSHE focus). Steps 6-11 of the school-wide behaviour policy are being applied at this stage:

6. Carrying out a 'useful' task in school or cooling-off time to allow pupil to self-correct.
7. Endorsing expected behaviour of those pupils around the unacceptable behaviour.
8. Quiet discussion time away from the class eg: assembly/singing slots to explore the cause/discuss further
9. Withdrawal of privileges- time out within the classroom.\* see appendix 2
10. Short-term strengthened PSHE focus in class around focus issue
11. Informing parents.

If a pupil receives a second yellow card within the same academic term, they will then have a discussion with the Behaviour Lead regarding their behaviour within class. Step 13 on school-wide behaviour policy is applied at this stage (see below). If a pupil receives a second yellow card during the same academic term, it will be logged on Arbor; parents will be contacted to inform them why the yellow card was given and next steps if behaviour persists; and the pupil will have supervised break times with the class teacher or Key Stage Leader the following day. The Behaviour Lead will speak to the pupil regarding the causes of their behaviour, strategies to improve their behaviour in the future and expectations moving forward (ongoing and continued individual strengthened PSHE focus).

13. Sending pupil to another member of staff- 'cooling off' period- recorded on Arbor. There is a progression to follow with a gradual escalation.

1- to year group colleague

- 2 - to a senior member of staff - Zoe Parker or Hannah Dowsett
- 3 - Behaviour Lead- at this point arrange a supported parental discussion with the pupil/parent/teacher
- 4 - AHT (Matthew Parker)
- 5 - DH (Venetia Thomson)
- 6 - HT (Moya Whitehead)

If a pupil receives a third yellow card within the same academic term, this instantly becomes a red card and, in line with Step 13 on the school-wide behaviour policy, they will then have a discussion with AHT/DH. If a pupil receives a red card during an academic term, it will be logged on Arbor; parents will be contacted to inform them why the red card was given and next steps if behaviour persists. The pupil will have supervised break times with class teacher, the Key Stage Leader or AHT/DH for the following 2 days. The AHT/DT will speak to the pupil regarding the causes of their behaviour, strategies to improve their behaviour in the future and expectations moving forward (ongoing and continued individual strengthened PSHE focus).

If a pupil receives 4 yellow cards during an academic year, this will instantly become a red card and the steps detailed in the paragraph above should be followed. This prevents pupils from displaying low-level disruption during an academic term, improving behaviour, and then in-class disruption persisting again at the start of a new academic term.

If a pupil receives another yellow card following the discussion with the AHT/DH, at any point during the same academic year, this will instantly become another red card for persistent in-class disruption during the same academic year. In line with Step 13 on the school-wide behaviour policy, they will then have a discussion with the DH/Headteacher and suitable next steps or actions will be decided by the Headteacher. This will be logged on Arbor; parents will be contacted to inform of next steps; and the pupil will have supervised break times with the class teacher/Behaviour Lead/AHT/DH/Headteacher for the following 2 days.

On the same day that yellow/red cards are given, parents/guardians will be informed that their pupil has been placed on a yellow/red card and class teachers will also log any yellow/red cards issued onto Arbor. This will allow the number of cards given to each pupil to be monitored.

### Upper Key Stage 2 Sanctions – name-calling/hitting during lesson times or break times

If a pupil is saying hurtful things to, or hitting, another pupil, the class teacher will speak to the pupil in the first instance and explain the behaviour policy detailed within this section. The class teacher will also contact parents of both pupils to inform them of what has happened, how it has been dealt with and next steps if behaviour persists.

If behaviour persists towards the same pupil or another pupil, they will then be sent to speak with the Key Stage Leader and will have supervised break and lunchtimes the following day. The class teacher will place them onto a yellow card. The yellow card will be logged on Arbor and parents of both pupils will be contacted to inform them of what has happened, how it has been dealt with and next steps if behaviour persists.

If behaviour persists towards the same pupil or another pupil following the discussion with the Key Stage Leader, they will then be sent to speak with the AHT/DH and will have supervised break and lunchtimes for the following 2 days. The pupil will be placed onto a red card at this point and this will be logged on Arbor. Parents of both pupils will be contacted to inform them of what has happened, how it has been dealt with and next steps if behaviour persists.

If behaviour persists towards the same pupil or another pupil following the discussion with the AHT and DH, they will then be sent to speak with the Headteacher. The Headteacher will then decide on the next

appropriate and suitable actions. It will be logged on Arbor that the pupil has progressed to the final stage of the behaviour policy and parents of both pupils will be contacted to inform them of what has happened, how it has been dealt with and next steps.

Note: Class teacher to use judgement on unkindness and progression through policy e.g. a minor disagreement during a game at break might not be deemed as unkindness but name-calling/hitting should always be deemed as unkindness.

### Sanctions that apply for all yellow and red cards

Regardless of whether a yellow or red card is given for in-class disruption or unkindness, the following sanctions apply for all yellow and red cards given:

- Yellow: logged on Arbor, parents contacted, supervised breaks the following day
- Red: logged on Arbor, parents contacted, discussion with Behaviour Lead/AHT/DH/Headteacher (depending on how many red cards they have received), supervised breaks for the following 2 days

### High-level behaviours

If a pupil displays any high-level behaviour that, in the class teacher's opinion, warrants a sanction above one warning towards a yellow card (e.g. using certain language within school or damage to personal property), yellow/red cards can be given immediately, without the need for an accumulation of warnings, for high-level behaviour. This should be discussed and agreed with the Key Stage Leader afterwards. If a pupil displays high-level behaviour, the class teacher should explain that there will be a sanction for their behaviour (if it is appropriate to do so and that this will not cause further high-level behaviours) and that this will be discussed and agreed with the Key Stage Leader and then communicated with the pupil. The class teacher can give the pupil a time-out to cool off within the classroom or send them to another teacher within Years 5 or 6 or the UKS2 leader. In line with the school-wide behaviour policy, if a pupil's behaviour is extreme and class teachers require immediate support, class teachers should use the red cards allocated to their classrooms and send a pupil with the red card to the school office.

Depending on the behaviour that has been displayed, class teachers and the Key Stage Leader will agree and decide whether a yellow or red card should be given. Some examples of behaviours that will warrant an immediate yellow or red card are detailed below:

- Yellow: refusal to follow an adult's instructions within school, swearing within school, using mobile phones within school and not switching them off and handing them into a class teacher at the start of the day, deliberately damaging classroom equipment
- Red: taking or damaging other people's property, bringing illegal items into school, deliberately hurting others pupils/fighting within school, setting off fire alarms within school, deliberately damaging school buildings/equipment

*Note: The list given above is not inclusive and further behaviours can be added to the list as the behaviour policy is adapted and improved upon in future years*

**At the end of each half term (but before parent consults) class teachers must ensure that there is fair distribution of behaviour praise points awarded within the class to allow each parent/carer to feel as though their child/children's strengths have been recognised.**

**Appendix 5 – only applicable for EYFS  
Parent/pupil/school section from whole school induction booklet**

## **Parents and Guardians**

I will do my best to:

- Ensure my pupil attends school regularly and on time; providing an explanation for any absence
- Let the school know of any concerns or problems which might affect the pupil's work or behaviour
- Support the school's policies and guidelines on uniform, behaviour and anti-bullying
- Support my pupil with their homework
- Attend parents' evenings and discussions about my pupil's progress
- Support the school by reinforcing the importance of healthy eating and active living
- Use social media appropriately regarding school matters
- Report any wider concerns, including Safeguarding, to the appropriate person in school

## **The School**

The school will:

- Aim for the highest standards of work and behaviour for all pupils
- Provide a broad and balanced curriculum taking account of every pupil as an individual
- Create a caring and welcoming community which is safe, supportive and encouraging
- Encourage pupils to believe in themselves, feel valued and support their spiritual, moral, cultural and social development
- Teach every pupil to develop a positive attitude to others, regardless of sex, race, religion or belief, gender identity, sexual orientation or disability
- Respond quickly and appropriately to any bullying or prejudice-related incidents in accordance with the school's policy
- Keep you informed about pupil's progress, behaviour, the curriculum and about school life
- Work with you to maintain the school discipline and anti-bullying policies
- Set homework as agreed in the school homework policy
- Encourage pupils to take care of themselves and their surroundings
- Ensure the school meals comply with the nutritional standards guidelines
- Be open and welcoming and offer opportunities for you to become involved in the life of the school

## **The Pupils**

I will:

- Attend school every day and arrive on time
- Be an active and engaged member of the class
- Do all my school work and homework to the best of my ability
- Live the school values and be friendly, considerate, polite and helpful to others
- Remember the classroom and playtime rules
- Take good care of myself and my surroundings
- Let staff know if I feel unhappy, worried or anxious about anything

## Appendix 6 Bedford Borough Early Help and Intervention Graduated Response

