

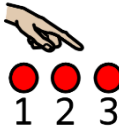
Our School Rules

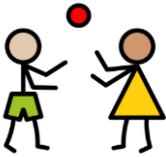
1. Ready
2. Respectful
3. Safe

What behaviours may we see that are explicitly linked to our rules?

Ready 	Respectful 	Safe 
We are ready to learn. We arrive at school on time. We have the correct uniform and PE kit. We have our equipment ready. We show that we are listening and are ready to try our very best. We have a healthy snack and water.	We listen when others speak. We discuss things calmly. We respect the property of our friends and the school. We respect the world environment. We respect that other people have different ideas, beliefs, backgrounds and needs from our own. We respect the law and the rules of school and society. We are kind and helpful.	We keep our hands, feet and unkind words to ourselves. We move around school in a safe manner...walking, keeping to one side, holding doors open. We follow instructions. We use all equipment safely. We tell an adult if something is wrong. We make safe choices with our friends. We stay safe online and make safe choices in our community.

Routines

Transitions at MHA We follow our school rules of Ready, Respectful, Safe	
	Entering the school at the start of the day - We walk up through the side path, saying goodbye to our grown ups at the gate. - We walk in through our classroom doors. - We hang up our outdoor things and start our morning activities. Moving around school - We walk calmly and sensibly – fantastic walking. - We use our indoor voices. Transitioning to and from the start and end of lunch/ break - After play, we line up at our spot and wait for our adult to tell us to come in. - After lunch, we leave the hall quietly, drop anything back to class / collect coats and then go out into the playground. Entering the hall - We enter the hall quietly, led by an adult and sit where we are told. - We sit quietly, with legs crossed. - Year 6 sit on benches for assembly. - When we are told to leave, we are led out by an adult, quietly, in our line.
Gaining Children's Attention at MHA	
	To gain children's attention - The adult will put their hand in the air, say 'Stop' and begin to count down - 3,2,1. - If the environment is more noisy, the adult will clap the MHA pattern to gain children's attention first. - The children will sit with arms folded, ready to listen – 'safe hands, tidy feet'. - The adult will expect 100% compliance before starting to talk - 'voices off, thank you'. This might include phrases such as: 'Great response from Megan, thank you' initially, before being more specific 'Luke place your pencil down and look this way, thank you.' Support staff will - Model the expected response to pupils at all times, actively listening to the teacher in the classroom. - Not speak aloud when the class teacher has gained attention (unless directed by the SENDCO as part of bespoke support for a pupil).
Clear and Consistent Expectations at MHA We follow our school rules of Ready, Respectful, Safe	
 	We follow our school rules of Ready, Respectful, Safe - Classrooms should be tidy and well presented. - Displays and borders should be maintained. - Only necessary items on tables. - When leaving the classroom, tables should be tidy, the floor clear and chairs tucked in. - When moving a large group or the class, the count of '1-stand, 2-move, 3-do' is used e.g. 1 – stand, 2 – tuck chairs under, 3 line up - Unless there is a prior agreement with the SENDCo, children should not be fiddling with anything at any point. - Our children should be wearing school uniform only. - Our children should be ready to learn and show respect towards staff and their peers. - Whilst the teacher is talking there should be no talking from any member of the class, unless supported by another adult – 'Voices off, thank you'. - The behaviour support policy will be adhered to consistently.

Playtime Routines at MHA We follow our school rules of Ready, Respectful, Safe	
	We follow our school rules of Ready, Respectful, Safe • First whistle & everyone tidies equipment up. • Second whistle & everyone quietly in lines with staff member to greet at line. • Children brought in quiet & ready to settle back into class.
	At end of lunch play • Whistle & EVERYONE tidies equipment up. • Y6 bucket people bring equipment in. • If you want any play equipment in the afternoon, you are welcome to take it out but then must bring it back in.
	Y5 & Y6 Footballs • One child only to collect & bring their class football back in. ----- Children need to take coats, snacks out to play if they need them & shouldn't be coming back into the building.
Dinner Hall Routines at MHA We follow our school rules of Ready, Respectful, Safe	
	We follow our school rules of Ready, Respectful, Safe • Children enter the hall quietly, led by an adult. • Once they have their meal, they sit at a table with their peers. • Voices at a talking level. • Respectful manners are used towards everyone. • All cutlery and plates are returned to the wash station and children exit the hall quietly.

Reward Toolkit

MHA Positive Behaviour Rewards		
'Thank You' - verbal acknowledgements, smile, thumbs up	Class Rewards – a tick earns a minute – max. 20 mins a week	Personal Best Values / Tokens for Teams
Reward Tokens – 3 a week to be drawn in class for individual prizes	Praise Postcards	Achievement and Celebration Certificates of the Week
Super Six for Year Six	Positive Messages Home ~ phone calls, face to face	Gruffalo Photos Stickers

Sanctions Pathway

Mount Hawke Academy Behaviour Steps

These are the suggested steps but can be moved through in accordance with behaviour exhibited. Each one does not have to be worked through in turn – use professional judgement, knowledge of the child & the situation. Some specific children may have an individual plan.

Teacher Managed Behaviours				
Low Level Disruption Calling out, not following instructions, distracting behaviour	Physical Contact (Reaction) Pushing, shoving, play fighting	Defiance / Disrespect Answering back, refusal, disruption to learning	Inappropriate Language Name calling, non-directed swearing	Misuse of Property Minor vandalism of property

Steps			Action
Ready Respectful Safe			Our MHA Rules and expectations... We are Ready, Respectful and Safe members of our MHA community.
1	Remind	Redirection	Gentle encouragement to change and redirect the unwanted behaviour to one that we expect to see. For example - "Well done to this table, you are listening and ready to learn. I can see that almost everyone is ready." At this point, pause and wait before continuing.
2		Reminder	A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Continue to frame all language positively - "Remember, being respectful means look at and listening to the adult whilst waiting your turn to talk, thank you."
3		Move Space	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour. Clearly outline the consequences if they continue and making it clear as to how they can turn this around. For example – "Talking over an adult is not being respectful, therefore you need to move to sit by I would like to see your eyes this way thank you."
4a	Reflect	Miss some Playtime	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour. Clearly outline the consequences if they continue and making it clear as to how they can turn this around. For example – "I know that you can be respectful & listen well. If you continue to shout out, you will miss some playtime ." Speak to the child privately and then give them silent reflection time for 5-10 minutes during their break or lunch time, giving them a final opportunity to modify their behaviour.
4b		Time with...	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour. Clearly outline the consequences if they continue and making it clear as to how they can turn this around. For example – "I know that you can be respectful & listen well. If you continue to shout out, you will move to partner class ." Send the child to the partner class for 10 minutes with reading book, to reflect. When you collect them, have conversation with them. Child completes missed work at next breaktime (if refuses, work is sent home) and any apologies made.
5	Reset	Sent to HoS (if out, to SENDCo, Assistant Head)	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour. Clearly outline the consequences if they continue and making it clear as to how they can turn this around. For example – "I know that you can be respectful & listen well. If you continue to shout out, you will go to HoS's office ." Send the child to Head of School's office for 10 minutes with reading book & information as to why sent, to reflect. When you collect them, have conversation with them. Child completes missed work at next breaktime (if refuses, work is sent home) and any apologies made.
6		Phone Call Home	In consultation with HoS / SENDCo, should the child persist with the unwanted behaviour, a phone call home to is to be made to make parents/carers making them aware of the behaviours being seen at school. This should be logged on Arbor.
Meeting with family		Continuing Concerns Following discussions in school with teacher and SLT, a meeting with the child, parents, teacher, SENDCo and Head of School to take place and recorded on Arbor if there is no noticeable change in behaviour. A behaviour plan will be implemented and monitored over the course of two weeks.	

Mount Hawke Academy Behaviour Steps

These are the suggested steps but can be moved through in accordance with behaviour exhibited. Each one does not have to be worked through in turn. Some specific children may have an individual plan.

Leadership Managed Behaviours			
Physical Aggression (Intent) Kicking, hitting, pushing with intent to harm, danger / harm to themselves or others	Abusive Language Swearing, racist language, homophobia, sexism, non-inclusive or offensive language	Threat / Verbal Bullying Verbal threats of aggression against another person, answering back	Vandalism of Property Major vandalism

Steps	Leadership
1	• Child taken to SLT. • Restorative conversation. Child repairs with others involved. • Child misses ALL of next break / lunchtime. • Parents informed - phone call. • Logged on Arbor / if safeguarding on My Concern.
2	Repeat Behaviour • Child taken to SLT. • Restorative conversation. • Time out of class with SLT. • Advice from SENDCo. • Provision reviewed. • Parent meeting with SLT & CT. • Positive Behaviour Plan implemented, shared & monitored - weekly check ins with parents. • Logged on Arbor / if safeguarding on My Concern.
3	Repeated Behaviour • Child taken to SLT. • Restorative conversation. • Consequences determined according to policy.

Breaktime Steps

Steps		Action
Ready Respectful Safe		Our MHA Rules and expectations... We are Ready, Respectful and Safe members of our MHA community.
1	Remind	Child has reported that another child is being unkind to them or an adult witnesses inappropriate behaviour. The adult investigates and speaks with all children involved. If a minor disagreement or behaviour, they will be reminded what is acceptable behaviour, asked to apologise, and continue playing with their friends.
2	Reflect	If a child has admitted to or been found to have failed to follow one of the school rules of being Ready, Respectful and Safe, they will be asked to serve a time out of five minutes by sitting on a bench, standing by an adult or time off the field.
3	Reset	If there is believed to have been any of the following, more serious incidents - swearing, deliberate physical contact - the child will be taken into school to a class teacher or HoS who will deal with the incident and record it. The sanctions may include missing the remainder of their break and subsequent break times, a phone call to parents or a meeting with SLT / HoS.

Approaches taken for repair/restorative conversations

Restorative approaches

When an incident between children occurs, we need to try to:

- Give the child/ren time to calm down before speaking to them
- Listen to each child explaining what has happened including any witnesses if possible
- Ask anyone who has been at fault what should have happened and what they would do differently next time
- If developmentally appropriate, we should support the child to apologise. If this is not appropriate, adults will need to apologise on their behalf, modelling good practice.

ABC Chart

Pupil's Name:	ANTECEDENT Describe what was happening immediately prior to behaviour, including place, people, noises, etc	BEHAVIOUR Describe what happened, exactly, including frequency...	CONSEQUENCE What happened (Pos/neg) immediately following the event...
<u>EXAMPLE</u> Date.....12/5/12..... Start Time.....10.00..... End Time.....10.10..... Observer ...A. N. Adult.....	In classroom; asked to come and join group of other chd (initials); one gp using laptops; a gp doing role play outside class; raining outside; 2 adults (initials) in room.	Refusal to comply with request; shouted and ran out of room; buried head in coats; adult (initials) followed and tried to talk to her; tried to kick adult (initials) in room.	Quietly reminded what behaviour was required. Removed to quiet area using double elbow grip. Quiet area for 10 mins then returned to required task.
Date..... Start Time..... End Time..... Observer			
Date..... Start Time..... End Time..... Observer			

STAR Approach

Date & Time	Setting	Trigger	Action	Result	Initials of staff
	Where did incident occur?	What happened just before the incident?	What behaviour did the child display?	What was the result for the child? How did the adults respond? How did other children respond?	

Mount Hawke Academy Behaviour Support Plan

Child:	
Date of birth: Date plan starts: Date of next review:	Medical conditions/needs: Staff working with the pupil:
Challenging behaviour <i>What does it look like?</i> <i>What triggers it?</i>	Smart Targets <i>What are we working towards?</i> <i>How do we get there?</i>
Strategies for positive behaviour <i>How do we maintain positive behaviour?</i> 	Early warning signs <i>How do we prevent an incident?</i> - What to look out for- - How to respond (reminders, alternative environment). See reactive strategies
Reactive strategies <i>How do we diffuse the situation?</i> / <i>At what stage should another member of staff be informed?</i>	Support after an incident <i>How do we help the pupil reflect and learn from the incident?</i>
Agreement:	
Parent name Parent signature Date	Staff name Staff signature Date