THE HERMITAGE SCHOOLS

Inspire, Learn, Achieve

Behaviour and Wellbeing Policy

Person Responsible:	Executive Headteacher / Behaviour and Welfare Leaders
Date Adopted:	Autumn Term 2022
Date of last review:	Autumn Term 2026
Date of next review:	Autumn Term 2027

This policy functions as a practice guide and will therefore be reviewed whenever issues arise which generate new ways to articulate our approach, and otherwise annually.

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff. February 2024
- Searching, screening and confiscation: advice for schools. July 2022
- The Equality Act 2010
- Keeping Children Safe in Education. September 2026
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. July 2026
- Restrictive interventions, including use of reasonable force, in schools. April 2026
- Supporting pupils with medical conditions at school.
- Special Educational Needs and Disability (SEND) Code of Practice.

By promoting children's emotional wellbeing, we can make the biggest impact on children's behaviour and support them to regulate their own behaviour in school and out in the community. Learning about communication, independence and social understanding is pivotal to developing each child and successfully promoting their emotional wellbeing.

The Hermitage Schools are an inspiring and inclusive community where every child is treated as an individual and is challenged to reach their full potential. We strive to provide our children with a broad and balanced curriculum which enables them to discover and celebrate their talents in a wide range of fields. We want to ensure our children are prepared for the next stage in their lives, academically, socially and emotionally.

Strong relationships between staff and children is an important feature of emotional wellbeing and effective behaviour management, which is why we focus on building positive relationships between children and staff, and children with their peers.

Underpinning this policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. We are committed to ensuring equality and the welfare of all children without discrimination.

Policy Aims

This policy is owned and implemented by the whole school community to ensure that we offer a fair and consistent school experience for every child. This policy is for all staff, pupils, parents/carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school teaches, supports and responds to behaviour.

The Hermitage Schools are committed to the emotional mental health and wellbeing of their staff, pupils and parents/carers. We wish to work towards this in all aspects of school life, with a focus for staff building trusting relationships to provide the foundations for effective behaviour management and develop a consistent approach to behaviour management which encompasses: teaching and learning, school leadership, classroom management, rewards and consequences, the teaching of socially acceptable behaviour, staff support and development and liaisons with parents/carers and other agencies.

While we recognise that children have a variety of experiences and discipline outside school, within The Hermitage Schools we strive to offer a calm, consistent and purposeful culture in which children can feel safe, valued and happy and free from disruption to learning. The Hermitage Schools treat all children with unconditional respect and have high expectations for both adults' and children's learning and social behaviours. We understand that positive behaviour can be taught and needs to be modelled, as laid out in our Behaviour Curriculum (Appendix 5), and we take pride to develop excellent relationships and high levels of care.

We recognise that children with high anxiety can seek opportunities for control and understand that this, along with other negative behaviour, can signal a need for personalised adaptations and support. We work with these individuals and their families to understand that this is not a socially acceptable approach to managing their anxiety and support them in learning alternative strategies which will help them to manage their high levels of anxiety through a Behaviour Response Plan (BRP).

The ultimate aim of our Behaviour and Wellbeing Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos, including:

- To maintain a safe and respectful community in which effective learning can take place and where there is mutual respect between members.
- To help children develop integrity and create a sense of identity, self-worth and achievement.
- To help all children to make positive choices and take responsibility for their own actions if necessary.
- To develop in all children the ability to listen to others, co-operate and to appreciate other ways of thinking and behaving.

We hope to achieve these aims through a policy based on rights, responsibilities and respect. Praise, rewards, privileges and positive role-modelling, alongside our Behaviour Curriculum, support the development of self-discipline and the capacity to make positive choices.

Roles and Responsibilities

The Role of the Governors

The Local Governing Committee (LGC) has responsibility for ensuring that there is a written statement of general principles of good behaviour. Together with the Executive Headteacher, the LGC is responsible for reviewing the policy in terms of effectiveness and impact. If appropriate, governors will set up a Discipline Committee of at least three members (not including the Executive Headteacher), to review a permanent exclusion or suspensions of sixteen days or over in any one term. Parents may also request a meeting of the Discipline Committee if they have any concerns with the decision making.

The Role of the Executive Headteacher

It is the responsibility of the Executive Headteacher, under the School Standards and Framework Act 1998, to implement the Behaviour and Wellbeing Policy consistently throughout the school. It is also the responsibility of the

Executive Headteacher to ensure the health, safety and welfare of all the children. The Executive Headteacher has the responsibility for giving fixed period suspensions and permanent exclusions to individual children for serious/very serious acts of misbehaviour. Governors are notified of all suspensions and exclusions.

In addition to the above, maintaining good behaviour is the responsibility of all staff, children and parents/carers. We expect our staff and parents/carers to be a good role model for our children as we develop their attitudes in all aspects of life.

The school agrees to:

- Treat all children fairly and consistently.
- Build relationships which reflect a positive and respectful culture, where children are safe and they feel safe.
- Establish clear routines and expectations, through explicitly teaching behaviour through the Behaviour Curriculum and the Ready, Respectful, Safe school rules.
- Provide high quality teaching where low level disruption is not tolerated.
- Provide a curriculum that is ambitious and adapted to meet all children's needs.
- Keep children safe by following government guidance and implementing appropriate safety measures.
- Create a positive environment in which bullying and sexual harassment is not tolerated.
- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Encourage children to be self-motivated and enthusiastic learners, developing a sense of responsibility, independence and pride in their achievements.
- Teach and support children to restore relationships with adults and peers when needed.
- Use emotional coaching to support and promote children's resilience, leading to socially acceptable behaviour and positive attitudes towards their learning.
- Work with children to develop strategies to support positive behaviour and understand what acceptable behaviour is in line with the school rules.
- Show children how to be thoughtful, kind and caring, and how to speak politely to all children and adults.
- Include all children in learning opportunities, unless behaviour causes health and safety concerns.
- Help pupils to recognise and protect themselves from online abuse or bullying and misuse of social media.
- Use a Behaviour Response Plan to support individual children's needs and consider and plan action taken to avoid/minimise triggers.
- Encourage children to understand their role in the wider community and accept the needs of others.
- Communicate effectively with parents/carers, including praise for a child as well as any general school concerns.
- Communicate the progress of children.
- Listen openly to children's/parents'/carers' problems and concerns connected with school, work or relationships.
- Make available all relevant school policies for information to all stakeholders.

Parents/carers agree to:

- Ensure their child comes to school every day, on time and prepared for learning, unless there is a good reason for absence, e.g. illness.
- Collect their child punctually and advise the school if they are going to be late or if there is a change to the pickup arrangements at the end of the school day.
- Inform the school of any issues which might affect their child's work or behaviour.
- Model and encourage good behaviour, politeness, self-respect and respect for others and their property.
- Encourage their child's learning in all areas of life and support them with their homework.
- Support and model the schools' values.
- Be available to have a meeting with staff in school about any challenges in learning and behaviour, attend parents' consultation meetings and support school activities wherever possible.
- Follow the school policy and procedures relating to the use of mobile devices and media.
- Be respectful of the schools' neighbours and environment.

Children agree to:

- Be the best they can be.
- Reflect our school values.

- Follow the school rules throughout the day – Ready, Respectful, Safe
- Be ready to learn and allow others to learn by following the classroom rules.
- Walk safely around the school.
- Listen and follow instructions given by all adults.

Monitoring and Evaluation

Monitoring and evaluation is carried out to enhance the behaviour within our schools. It is the responsibility of all staff, both teaching and non-teaching, to monitor and evaluate behaviour so that pupils' self-discipline develops. Behaviour is taught within classes, then monitored and evaluated through discussions amongst groups of staff or the whole staff, written records and logs (CPOMS), BRPs (Behaviour Response Plans) and suspension/exclusion records. A great deal of monitoring and evaluation occurs through formal and, particularly, informal observations and by responding to the voice of all stakeholders.

It is recognised that on occasions interventions will be required (for breaches of school rules, failure to follow instructions and other unacceptable/unsafe conduct). These should be carried out in a constructive manner, condemning the behaviour without humiliating the child. Any intervention must be proportionate to the behaviour displayed and applied in private. Where BRPs indicate that restrictive physical interventions may be required as a last resort, we will also plan to reduce their use. Please see the Restrictive Intervention Policy.

For a minority of children, a Behaviour Response Plan, which acts as a risk assessment, will be written to identify risks and response to unregulated behaviours. BRPs outline strategies and interventions to prevent further incidents occurring and to guide actions when they do occur. BRPs will be written by class teachers, the key professional in supporting a child, with the support of the Inclusion Leader, SENDCo, ELSA, parents/carers and support staff as appropriate. BRPs are shared with the team to ensure a consistent approach by all members of staff across the school and help all those working with the child to be consistent in their principles, but flexible in the approach which is often the key to developing understanding of a child's behaviour. Please see the Restrictive Intervention Policy for where BRPs indicate that restrictive physical interventions may be required as a last resort.

Behaviour Outside of School

The school also has the statutory power to regulate the behaviour of pupils when off school premises (e.g. educational visits and trips) or not supervised by school staff (e.g. journey to/from school when wearing uniform in public places). Pupils who choose to display inappropriate behaviours such as bad language, malicious gossip, social networking site comments that are derogatory towards members of the school community (parents/carers, staff, pupils, school's name) will be reminded of the school ethos and parents/carers informed.

Acknowledging children's good behaviour

At The Hermitage Schools, we believe that if appropriate behaviour receives positive attention and is rewarded, then all our children will strive to behave the best they can in school.

Verbal Praise (positive noticing)
Praise is the most effective, powerful tool for developing self-esteem, confidence and positive appropriate behaviour. Staff use verbal praise to instantly reward positive attitudes, thoughtfulness, patience, positive behaviour and effort in all aspects of school life. Praise is used to acknowledge both individuals and groups of children, recognising their good behaviour.

It is our aim that praise is the most consistent, positive reinforcement strategy used in our schools with staff finding opportunities daily for acknowledging children's good behaviour.

Please see **Appendix 1** (The Hermitage Infant School), **Appendix 2** (The Hermitage Junior School) and **Appendix 3** (The Orchard Centre) for separate school rewards.

Responding to inappropriate behaviour

In the event of a child displaying inappropriate behaviour, the teaching staff should use their knowledge of the child to de-escalate the behaviour and give the pupil an opportunity to change their mind and make the right choices. The language used is extremely important with a particular emphasis on highlighting an alternative positive behaviour for the pupil to choose.

The **Behaviour Flow Chart (Appendix 4)** should be used to address the vast majority of incidences of inappropriate behaviour. Each step should be applied, with the following step implemented only if the inappropriate behaviour continues. This chart ensures that a calm and safe environment in which pupils can learn is maintained and demonstrates that misbehaviour is not tolerated. By following the flow chart the schools can ensure that all response to misbehaviour is consistent, predictable and prompt.

Serious Behaviour Incidents

Serious incidents will be dealt with on an individual basis by the Executive Headteacher and/or members of the Senior Leadership Team (SLT). For extreme cases, where a child is suddenly violent or refuses to comply with instructions which will lead to putting the child or others at risk, a member of the Senior Leadership Team is immediately involved. The class teacher can call for help using the colour coded cards; the rest of the class may need to be removed from the room or area.

Force is never used as a behaviour management tool but can be used to keep the child or other children safe, as is our duty of care. Please see the schools' Restrictive Intervention Policy, which follows the Surrey County Council "Touch and the use of restrictive physical intervention when working with children and young people - Reducing the Need for Restraint and Restrictive Intervention" guidance. De-escalation strategies must always be used in the first instance and staff should only use physical restraint as a last resort and the force used must always be the minimum necessary given the circumstances. Specific staff are trained in Restrictive Physical Intervention (RPI) Procedures, so they know when and how to use 'reasonable force' as an appropriate means of risk management. The school will keep records of incidents where members of staff have used RPI and parents/carers will always be informed.

It may be appropriate, in certain circumstances, for the child to have an internal suspension - this does not qualify as a legal suspension, but ensures learning and teaching for all pupils can continue uninterrupted. The reason for the suspension is discussed with the pupil and they are encouraged to reflect on the reasons for this decision. The pupil will complete allocated work whilst internally suspended. The child's parents/carers will be contacted and next steps discussed. For some children, advice may be sought from Behaviour Support Services or an Educational Psychologist.

If the child runs, an adult must watch from a distance to ensure they are safe. If a child leaves the school premises, putting themselves at risk of harm/danger, the school will ring the police and parents/carers.

Although it is important that all children have appropriate sanctions applied when they act or behave inappropriately, we understand that some children in our school might have a special educational need or disability that means it is harder for them to react to other people and events in an appropriate way. This is the case for some of the children in both The Orchard Centre and in the mainstream part of the schools.

When a child from The Orchard Centre or in the mainstream part of the schools, with a special educational need or disability, acts or behaves inappropriately, it is at the discretion of the adult/s involved who know this child to decide an appropriate sanction. Sometimes it is more important to help the child to understand why their behaviour was inappropriate than to apply a sanction. However, if it is deemed that the child has behaved inappropriately intentionally, their sanction should be in line with the mainstream behaviour policy.

The schools understand that behaviour is a form of communication and can highlight an unmet need or a recent event that affects a child's wellbeing, e.g. recent bereavement. Teachers are aware that there may be other contributing factors and if they are concerned they should speak directly to a Designated Safeguarding Lead (DSL). Please refer to The Swan Trust Child Protection and Safeguarding Policy for more information. Children at risk of suspension/exclusion are likely to be identified as having special educational needs. The Vulnerable Children's (SEND/EAL/PP) registers are updated regularly by the Inclusion Leader and individual SEND Support arrangements or

other whole class targets will be in place to support these children. It is our legal duty to make reasonable adjustments for all vulnerable children.

Sexual Harassment

The schools take seriously any incidents of sexual harassment and will ensure that all incidents of sexual harassment are met with a suitable response and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Sexual harassment means unwanted conduct of a sexual nature, such as sexual comments, sexual jokes or taunting, physical behaviour such as interfering with clothes, online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.

We intend to focus upon positive and proactive teaching around friendship and relationships through our Life Skills curriculum, which includes the statutory teaching of RSE. However, we do recognise that, at times, we are likely to have children who exhibit sexually inappropriate behaviours. All adults are aware of the appropriate steps to take in order to get the advice and support needed.

When incidents do occur, they are reported immediately to a DSL and formally logged on the schools' online reporting and monitoring system (CPOMS). This will inform senior leaders and DSL staff, who will follow Part 5 of Keeping Children Safe in Education 2026. Leaders will also refer to the 'Guidance for using the sexual behaviours traffic light tool' published by Brook's.

Please also see the SWAN Trust Child Protection and Safeguarding Policy.

Confiscation and Retention and Disposal of Items

The school can confiscate a pupil's property in certain circumstances to maintain an environment conducive to learning and safeguard the rights of other pupils. In most cases the items will be returned at the end of the lesson/day.

The school has the power to search without consent, if we believe someone is carrying prohibited items. If prohibited items are confiscated, parents/carers will be contacted and any appropriate authorities informed; the items will be disposed of appropriately. The schools do not have the power to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Children in the Infant School or in Years 3 and 4 at the Junior School, cannot bring mobile phones into school. Children in Years 5 and 6, who walk to and from school without an accompanying adult may carry a mobile phone for safety. In these cases, children may bring a mobile phone onto the school premises but must deposit it with their class teacher at the start of the day and collect it from the class teacher at the end of the day. Children are not permitted to bring smartphones to school.
Please see the schools' Mobile Phone Policy for further information
including how and where phones should be stored during the school day. If a child is found to be using their phone on school premises, parents/carers will be contacted and further actions agreed.

Suspension/Exclusion

On rare occasions, it may be necessary to suspend/exclude individuals from school following serious or persistent misbehaviour. The schools follow the Surrey County Council Exclusion Policy guidelines:

Permanent exclusion and suspension from school - Surrey County Council

Behaviour that may lead to a fixed-period suspension or permanent exclusion includes:

- Breaches of the schools' behaviour policy, including persistent disruptive behaviour/refusal, when the school has exhausted all strategies to enable the child to turn their behaviour around, including identified support through SEND Support Arrangements.
- Behaviour which could cause harm to the education or welfare of the pupil or others in the school.

The length of time a child is suspended for will be dependent on both the severity and frequency of the behaviour. Parents/carers will be informed immediately a decision is made to suspend/exclude a child and will be invited to meet with the Executive Headteacher or a member of the Senior Leadership Team, to discuss the incident.

At The Hermitage Schools the following guidelines will be applied:

- Only the Executive Headteacher, or Acting Headteacher (in the absence of the Executive Headteacher this will normally be the Deputy Headteacher or an appropriate member of the Senior Leadership Team), can suspend/exclude a pupil and this must be on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. A fixed period suspension does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period suspension may be extended or converted to a permanent exclusion.
- Pupils whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to suspension, such as the Executive Headteacher's duty to notify parents/carers, still apply.
- A decision to exclude a pupil permanently will only be taken:
    - In response to a serious breach, or persistent breaches, of the schools' behaviour policy; and
    - where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- When the Executive Headteacher suspends a pupil they will, without delay, notify parents/carers of the period of the suspension and the reasons for it. The Executive Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the Local Governing Committee (LGC).
  The following written information will also be provided:
    - The reason for the suspension.
    - The period of a fixed period suspension or, for a permanent exclusion, the fact that it is permanent.
    - That, for the first five school days of a suspension, or until the start date of any alternative provision where this is earlier, parents/carers are legally required to ensure that their child is not present in a public place during school hours without reasonable justification and that parents/carers may be given a fixed penalty notice or prosecuted if they fail to do so.
- Parents/carers must be informed where a fixed period suspension has been extended or converted to a permanent exclusion. In such cases the Executive Headteacher will write again to the parents/carers explaining the reasons for the change and providing any additional information required.
- The Executive Headteacher must, without delay, notify the Local Governing Committee and the Local Authority of:
    - A permanent exclusion (including where a fixed period suspension is made permanent).
    - Suspensions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term.
    - Suspensions which would result in the pupil missing a National Curriculum test.
- For all other suspensions, the Executive Headteacher must notify the Local Authority and Local Governing Committee once a term. Notifications must include the reasons for the suspension/exclusion and the duration of any fixed-period suspension.
- The Local Governing Committee itself cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher.
- The Local Governing Committee has a SEND and Wellbeing Committee which is made up of between three and five members. This committee acts as the Appeals Panel and considers any exclusion appeals on behalf of the governors.
- When the Appeals Panel meets to consider a suspension or permanent exclusion, they will consider the circumstances in which the pupil was suspended/excluded, any representation by parents/carers and the Local Authority and will consider whether the pupil should be reinstated.
- If the Appeals Panel decides that a pupil should be reinstated, the Executive Headteacher must comply with this ruling.

- In certain circumstances an internal suspension may be deemed more appropriate, either because of home circumstances or because it will provide a more effective sanction for the pupil. During an internal suspension, the parent/carer must deliver and collect their child via the school office; the child will complete their lessons, eat their lunch and have playtime in isolation, supervised by a member of staff. The Chair of Governors is informed of all internal suspensions at the termly LGC meetings. Parents/carers will be informed of the reason for the internal suspension and the length. The Local Authority does not monitor internal suspensions.

Relationship with Other Policies

Racial Equality

As a school we have a duty to record any racial incidents and report them annually. We do not tolerate racism at The Hermitage Schools. Please see the schools' Equality Policy for further details.

Anti-Bullying

All schools need to acknowledge that they cannot guarantee that there will never be bullying. However, bullying, in the traditional sense of the word, is not a prominent feature in our schools. We do accept that we do have some children who have high levels of anxiety, which can lead to them trying to control situations. In the school's Anti-Bullying Policy, we agree our approach to dealing with this and monitor our routines and practices to minimise the opportunities for bullying to occur. Bullying may be verbal threats or physical abuse and may even be stylised to signs of gesture or expression. It can be subtle and not immediately noticeable. All adults in school should report any information regarding this to the Senior Leadership Team and all incidents logged on the schools' online reporting and monitoring system (CPOMS) . All children reporting bullying must be listened to and the Child Friendly Bullying Policy discussed with all involved. Bullying is behaviour that is against our school values and will be dealt with in the same way as other behaviours. Please see the schools' Anti-Bullying Policy for further details.

Appendix 1

Rewards at The Hermitage Infant School

Achievement Assembly

We have a special "Celebration Assembly" in school every week.

- One child from each class is awarded a certificate for being 'The Best That They Can Be'.
- One child from each class is awarded a certificate linked to the school values.
- Children who have achieved out of school are also invited to bring certificates or medals into school to celebrate.
- 'Positive noticing' stars are emptied into the school bucket. Once the bucket is full the whole school will receive an extra playtime.
- During Spring Reading Challenge, children who have been awarded a reading certificate are also invited to share.

Hot chocolate Friday to celebrate 'Value' of the half term

This takes place once a half term for one child from each class who has been exceptional at representing the school value of that half term.

'The Best That They Can Be' Chart

Each class should set up a ''The Best That They Can Be' chart. These should be motivation symbols, which include sunshine, rainbow and stars. All children's names are placed on the sunshine symbol. Positive praise and encouragement is used to ensure that children are reminded of behaviour expectations. These behaviour expectations are identified within the Class Rules which are displayed alongside The Hermitage Values Tree.

Positive Praise and Noticing

All staff actively support and praise exceptional behaviour across the day by 'positively noticing' behaviour. Stars are handed out for children to place in class buckets.

Class Animal

Children have the opportunity to earn an 'animal' for their class for displaying whole class excellent behaviour such as good listening throughout a lesson or in assembly, walking quietly and sensibly to and from lessons, etc. Once a class has earned 10 animals they receive a reward, e.g. an extra playtime. The Class Animal reward gives the children an incentive to work together to ensure that their behaviour is exemplary and that they are representing the school values across the school.

Other Rewards

- Stickers
- Praise from the Year Team Leader
- Praise from the Assistant/Deputy Headteacher
- Praise from the Executive Headteacher
- Parents/carers notified of exceptional behaviour at the end of the day or within Reading Diaries

Appendix 2

Rewards at The Hermitage Junior School

Achievement Assembly

We have a special "Achievement Assembly" in school every week, where one child from each class is awarded praise and a certificate, linked to the school values, for the particular effort they have made over the week, e.g. in their learning, behaviour, etc.

Hot chocolate Friday to celebrate 'Value' of the half term

This takes place once a half term for one child from each class who has been exceptional at representing the school value of that half term.

House Points

In addition to awarding regular verbal praise to our children, we operate a house point system. The children in each class are split into four equal houses. Siblings are placed in the same houses throughout their time at the school. Individual children may be awarded a house point for good behaviour, politeness, co-operation, progress, effort, etc. House points are recorded on a class house point chart in the classroom. For every 10 house points gained, a child receives a gold stamp on their individual house point card which is dated. For every 10 house points that a child collects they accrue a team point for their house.

- Each gold star = 1 team point.
- Team points are collected and recognition given to the team with the highest number of points each half term. House points (for work or behaviour)
    - 10 house points earns 1 gold star to be put on the child's individual card
    - 5 gold stars – Class Teacher certificate awarded
    - 10 gold stars – Year Team Leader certificate awarded
    - 15 gold stars - Deputy Headteacher certificate awarded
    - 20 gold stars - Executive Headteacher certificate awarded
    - If a child reaches 25 gold stars they will receive a Governor certificate

Class Stars

Children have the opportunity to earn 'stars' for their class for displaying whole class excellent behaviour such as good sitting and listening throughout a lesson or in assembly, walking quietly and sensibly to and from lessons, etc. Once a class has earned 20 stars they receive a reward, e.g. an extra playtime. The Class Star reward gives the children an incentive to work together to ensure that their behaviour is exemplary.

Other Rewards

- Stickers
- Recognition and praise from the Year Team Leader
- Recognition and praise from the Assistant / Deputy Headteacher
- Recognition and praise from the Executive Headteacher
- Parents notified of exceptional behaviour at the end of the day in person or via Seesaw (online communication tool)

Appendix 3

Rewards and Behaviour Expectations within The Orchard Centre

Achievement Assembly

The children from the Orchard Centre attend the whole-school special "Achievement Assembly" every week. One child from the Orchard Centre is awarded praise and a certificate, linked to the school values, for the particular effort they have made the previous week.

Hot chocolate Friday to celebrate 'Value' of the half term

This takes place once a half term for one child from each class who has been exceptional at representing the school value of that half term.

Behaviour

Children have 15 minutes of play in the mornings and 30-45 minutes of playtime at lunch. We have our own Orchard play area, but also use the trim trail, football playground and field at the same time as the rest of the school.

When on playtime duty, Orchard staff ensure that they are aware of where children are at all times. There is a separate risk assessment for when Orchard children are outside. Orchard staff will encourage children to play structured games where appropriate and engage with them.

There is a card system in place to help with challenging behaviour that may occur during a playtime:

- Gold card – can be awarded to a child that has played nicely or shown the school values during a playtime. Gold cards are recorded and children can receive a reward, to be decided by the Centre Manager.
- Yellow card – is a warning that reminds a child they might need to change their mind to make a good choice. If more than two yellow cards are given during a playtime, this becomes a red card.
- Red card – is shown to a child and means they need to come inside immediately to talk to the Centre Manager about their behaviour. This could be for more significant behaviour, such as use of language or unsafe behaviour such as hurting others. If the child doesn't come inside when given a red card, then a staff member should inform the Centre Manager immediately. If the Centre Manager isn't available and it is urgent, then they should find the Inclusion Leader in the first instance, or a member of SLT.

Appendix 4

Behaviour Flow Chart

Step 1 – Staff member with pupil:

- Non-verbal signal.
- Describe the preferred behaviour, reminding them of times they have made positive choices and to change their mind.
- Verbal reminder of expected behaviour / restorative conversation.
- Verbal reminder and consequence explained / restorative conversation.
- Opportunity for 'time-out' within the classroom.
- Inform class teacher.

Step 2 – Class Teacher with pupil

- Restorative conversation.
- Sent to Year Team Leader (YTL) classroom if a change of location is more appropriate.
- Opportunity to restore relationships during playtime/lunchtime to reflect on behaviour by discussion with the class teacher. Pupils may be asked to give a written/drawn account of their behaviour and what the expected behaviour would be next time. Pupils must be clear about the reason for the action taken (not following the school rules of Ready, Respectful, Safe) and expectations of behaviour moving forward.
- Pupil to give a verbal or written apology to those involved with the understanding that an apology means that this will not happen again. Important step for other pupils to understand that this behaviour will not be tolerated.
- Staff member to log on the schools' online behaviour recording and monitoring system (CPOMS).
- Class teacher to inform parents/carers.

Step 3 – Class teacher with YTL and/or Inclusion Leader

- Discussion with YTL and/or Inclusion Leader to discuss triggers and possible next steps, e.g. individual reward system, strategies to address behaviour such as school-based community service.
- Continue to hold restorative conversations to reflect on behaviour by discussion with the class teacher and/or YTL. Pupils must be reminded about the reason for the action taken (not following the school rules of Ready, Respectful, Safe) and expectations of behaviour moving forward.
- Identify triggers of misbehaviour and support pupil by teaching coping strategy to support them to self-regulate (e.g. short planned movement breaks, sensory resources) – Zones of Regulation.
- Formal discussion with parents/carers to discuss behaviours and agree next steps. Log on CPOMS/make all adults aware of expectations and support.

Step 4 – Senior Leadership Team (SLT)

- Member of SLT to speak to child to support and provide opportunity for regulation and reflection.
- Formal meeting with parents/carers and class teacher.
- Possible internal suspension – this is not a legal suspension, but ensures that teaching and learning for all pupils can continue without interruption. The reason for this suspension is discussed with the pupil and the pupil is encouraged to reflect on the reason for this decision. The pupil will be supervised by a member of staff and complete allocated work during the internal suspension. Parents/carers informed.
- Log on CPOMS.

Step 5 – Class Teacher and Inclusion Leader or member of SLT

- Formal meeting with parents/carers, class teacher and Inclusion Leader or member of SLT.
- Inclusion Leader/SLT to work with class teacher to investigate additional need and provide further support from outside agencies where needed.
- Behaviour Response Plan to be implemented where appropriate.
- Log on CPOMS.

Step 6 – Executive Headteacher

- Fixed period suspension or permanent exclusion in response to a serious breach, or persistent breaches, of the schools' behaviour policy or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

- Log on CPOMS.

Appendix 5

The Hermitage Schools Behaviour Curriculum

Overview of Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups From Nursery to Y6	Explicit teaching of the full behaviour curriculum content	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content

Introduction

At The Hermitage Schools, we develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

Teaching the curriculum

The curriculum is taught explicitly during the first week in the Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the ten principles of instruction from Rosenshine, including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content.

Curriculum Content

Curriculum content to be covered in depth in Autumn Term 1 and revisited throughout the year

Behaviour

Know that there are three behaviour expectations in school.

These are to be -

- **Ready**
- **Respectful**
- **Safe**

Know the following examples of these three principles –

Ready	Respectful	Safe
• Remembering to bring equipment to school. • Wearing correct school uniform/PE kit. • Tidying up your own workspace and the classroom. • Remember to be engaged, listen and ready to learn.	• Say please and thank you. • Hold doors open for people. • Talk kindly to others. • Say good morning or afternoon to adults. • Respect others right to learn. • Respect school property by looking after it.	• Sitting sensibly in the classroom '4 on the floor'. • Walking through corridors. • Playing games that do not become too physical. • Using calm and respectful tones when we communicate. • Keep hands to selves.

	• Use a calm and polite tone of voice. • Value differences. • Follow teacher instruction. • Accepting responsibility if you make a mistake and saying sorry, next time…	

Our Routines

Our staff use a variety of signals to gain the attention of the class. When signalled, the expectation is that all children stop and look at the adult talking.

When pupils see this, they should respond by being silent and responding with **STAR -**

S - Sitting or standing appropriately
T - Tracking the person talking
A - Attention at all times
R - Respect towards others

Hermitage Walking

Know that we walk around school using Hermitage Walking.
Know that we use Hermitage Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.
Know that Hermitage Walking means:

- Facing forward
- Walking in a straight line
- Hands to yourself
- Knowing when to be silent
- Without leaning on walls or resources if waiting
- Keeping to the left
- Holding doors for others to walk through

Hermitage Listening

Know that we all do Hermitage Listening to ensure everybody is able to learn without distractions.
Know that we use Hermitage Listening in class -
This means that we use **STAR** –

S - Sitting or standing up straight
T - Tracking the person talking
A - Attention at all times
R - Respect towards others

Hermitage Contributing

Know that we expect all children to contribute in class.
Hermitage contributing means –

- Listening to the class teacher or whoever is speaking.
- Be prepared to share my ideas and listen to my partner.
- Considering my responses before sharing.
- Be prepared to contribute during whole class discussions.
- Sharing answers/contributions in a clear voice using full sentences.
- Building on what others have said.

Arriving At School At The Beginning Of The Day

Know that I walk calmly to my classroom.
Know that I greet staff in a friendly manner.
Know that I put my coat and equipment away.
Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff.
Know that I start the morning task.

Using Good Manners

Know that I should always be polite when I am asking for something.
Know that I should always say 'thank you' when I receive something or someone does something nice for me.
Know that I should say 'Good morning/afternoon' to adults if spoken to.
Know that it is important to show gratitude to others by thanking people for what they have done for me.
Know that a calm tone is respectful.
Know to hold door for all adults.

Playtime Behaviour

Know that I must walk from my classroom to the playground using Hermitage Walking.
Know that I must play safely without hurting anyone.
Know that I do not 'play fight' because I may hurt someone by accident.
Know that I must be kind, by including people in my games and sharing equipment.
Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
Know that we respect all equipment and playtime resources.
Know that, when called or signalled, I must line up straight away.
Know that I must walk back to my classroom using Hermitage Walking.

Lunchtime

Know that I use 'Hermitage Walking' when walking to the hall for lunch.
Know that I collect my food and sit down straight away.
Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink.
Know that I should use a knife and fork.
Know that I should use a normal talking voice when in the hall. I should not be raising my voice.
Know that I should not leave my seat once I have sat down.
Know that I put my hand up when finished to notify an adult.
Know that I clear my plate/rubbish from my table and empty any leftover food into the correct bin.
Know that once I have cleared my plate, I return to my seat and wait until an adult says that it is ok to leave.
Know that I do not return to the classroom until the end of lunchtime.
Know that I use Hermitage Walking when walking from the dining hall to the playground.

General classroom expectations

Know that I should not be leaving my seat during a lesson unless I have asked to do so.
Know that I should be using the toilet at break and lunchtime so as not to interrupt learning time.
Know that I should not have any objects in school that distract me from my learning.
Know that it is my responsibility to keep my table clear from clutter.
Know that I have a responsibility to ensure that the classroom is kept tidy.
Know that I should not talk when the teacher is delivering a lesson, or another pupil has been asked to talk, as this will stop myself and others from learning.
Know that pupils who do not follow school rules will have a consequence for this.