

Hillside Primary & Nursery School

A Flying High Trust Academy



Behaviour Policy

September 2024

Review Date: September 2025

Policy Statement

Hillside Primary and Nursery School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We are a caring community whose values are built on mutual trust and respect for all. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. Our behaviour policy embraces our Hillside Habits and core values. Following these principles ensures that the children can 'become the best version of themselves'

Hillside Habits	School Values
Be kind to others	Enjoyment Confidence
Be ready to learn	Creativity Aspiration
Be wise with your choices	Perseverance Pride Responsibility Teamwork

Aims of the Policy

The primary aim of this policy is to promote good relationships so that everyone can work together with the common purpose of helping everyone to learn. This overarching aim is achieved by:

- ✚ Encouraging students to develop positive behaviour for learning in recognition of its importance as a lifelong skill.
- ✚ Providing a safe, happy and friendly environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- ✚ Enabling staff to support children with their behaviour through providing students with strategies to manage their own behaviour.
- ✚ Maintaining a calm and purposeful working atmosphere.
- ✚ Ensuring that all children and adults have a sense of belonging, feeling safe, secure and valued.
- ✚ Providing a clear, fair and consistent approach to behaviour.
- ✚ Ensuring that our children are intrinsically motivated to do the right thing because it is the right thing to do.
- ✚ Ensuring that there is complete consistency from staff in the implementation of the policy.
- ✚ Ensuring there are measures in place to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks.

At Hillside we recognise that most children self-regulate their behaviour and behave extremely well every day without the need to be reminded about how to behave. We want to recognise these children and encourage those who may not always behave appropriately to self-regulate their behaviour positively. This is underpinned by the following principles:

- ✚ Positive relationships are imperative to our practice between all members of our school community.
- ✚ Children and adults have a sense of belonging, feeling safe, secure and valued.
- ✚ People learn to cope with all aspects of their lives with support from others.
- ✚ The importance of fostering social relationships in a school community of mutual engagement.
- ✚ Responsibility and accountability for one's own actions and their impact on others.
- ✚ Respect for other people, their views and feelings and circumstances.
- ✚ Empathy with the feelings of others affected by one's own actions.
- ✚ Commitment to an equitable process.

- ✚ Active involvement of everyone in school with choices about their own lives.

Expectations

We expect all children to respect the feelings of others and to treat others as they would wish to be treated.

We expect children to:

- ✚ Be respectful to one another, speak calmly and courteously.
- ✚ Do the simple things right – arrive in school on time, wear our school uniform with pride, bring the correct equipment for learning.
- ✚ Speak to an adult if they have any concerns.
- ✚ Work restoratively to avoid conflict and respect the right of others to be different.
- ✚ Listen to the views of others and accept their rights to hold those views.
- ✚ Respect the school building, facilities and equipment.

We expect the staff will:

- ✚ Greet the children as they enter the classroom.
- ✚ Be exceptional role models for pupils and peers.
- ✚ Encourage pupils to show respect for members of the community and the environment.
- ✚ Speak politely and calmly.
- ✚ Develop positive relationships with pupils, parents and colleagues.
- ✚ Treat all members of the community equally, fairly and consistently, meeting their individual needs.
- ✚ Recognise and share the positives.
- ✚ Use a restorative approach to avoid conflict.
- ✚ Plan lessons that are engaging, challenging and meet the needs of all learners.
- ✚ Take ownership for the management of behaviour in their own classrooms but also around school.

We expect that parents and carers will:

- ✚ Work in partnership with the school staff to ensure that their child is able to achieve to the best of their ability.
- ✚ Respect school decisions and follow procedures within policies.
- ✚ Ensure that their child is in school on time, dressed in the correct uniform.
- ✚ Support their child with their learning at home.
- ✚ Support the school in modelling polite, calm and orderly behaviour.
- ✚ Encourage their child to show respect for members of the school community and the environment.
- ✚ Work with the school to ensure their child follows the key principles.

Recognition and Rewards

At Hillside we believe it is important to recognise and reward children who display positive behaviour. Our staff firmly believe that praise is crucial in developing a positive atmosphere in the classroom and its impact cannot be underestimated. We recognise and reward this behaviour through:

- ✚ **Spotted boards** – these are prominently displayed in every classroom and focus on a specific behaviour target appropriate to the class. The class will have discussed what behaviours they may see in class and then during the day children are recognised for modelling those behaviours. Children who appear on the recognition board will also earn dojos.
- ✚ **Superstars** - Two children from each class will be selected each week. These children will be presented with a special postcard of achievement in the 'Pride of Hillside' Assembly on a

Friday. A Superstar award should be awarded to those children who have shown the Hillside Habits through the week.

- ✚ **Dojo Points** - The Dojo points system is a whole school reward system. They can be awarded by any member of staff, at any time. Each child has their own Avatar and can collect points. Points are awarded when children demonstrate behaviours or attitudes related to the Hillside Habits. Throughout the year children work their way through the awards and are presented with a badge or a medal, in the 'Pride of Hillside' Assembly, which can then be worn on their uniform. There is also a half-termly Dojo champion for each class and for the school. These children are presented with a special certificate in the last celebration assembly of each half term.

Milestones to achieve each award are;

- 50 points- badge
- 100 points- badge
- 150 points- badge
- 200 points- badge
- 250 points- badge

- ✚ **Golden Letters** – A reward from the Head Teacher to recognise consistent positive behaviours linked to the school values. Two children from each class are chosen at the end of each term and a golden letter will be sent home from the Head Teacher explaining why their child has been selected.

- ✚ **White and blue tickets** - Prefects are responsible for handing out white tickets. They are to be given to children who demonstrate positive behaviours before, during and after assemblies. Midday supervisors are responsible for handing out blue cards. They are given out to those children who demonstrate good behaviour and good table manners during lunchtime. Each week, the cards and tickets are put into a class box in each classroom and are then taken to the 'Pride of Hillside' assembly on a Friday. One ticket from each class box is drawn and a Hillside pencil will be awarded.

Consequences for Inappropriate Behaviour

We believe that it is both the responsibility of the Class Teacher and the child to manage behaviour. Class Teachers are expected to provide stimulating lessons which cater for a range of learning needs to engage the children and avoid inappropriate behaviour. However, we understand that occasionally children may behave inappropriately. When children display this behaviour there are several layers of consequences in place to help them to self-regulate their behaviour in a positive way. At Hillside we recognise that all behaviour happens for a reason and is trying to tell us something, we just need to work out what it is the child is trying to communicate. As a staff we will:

- ✚ Always take into account the context of the situation.
- ✚ Listen to all perspectives of the event.
- ✚ Separate the behaviour from the child, it is the behaviour that needs to be addressed.
- ✚ Remember that children are not defined by an event, they are allowed to make mistakes and need support to learn from them. Once a situation has been dealt with it is finished and this needs to be made clear to the child.
- ✚ Deal with behaviour without delegating responsibility unless it is necessary.

Steps for behaviour management:

- ✚ **Reminder** - If a child is demonstrating inappropriate behaviour (talking over others, being unkind, refusing to complete their work etc.) the teacher will quietly remind the child of the behaviours that they are looking for and possibly then publicly recognise a child who is demonstrating positive behaviours. Staff may use the following sentence openers in order to address the issue:

- I've noticed that...
- Remember the rule/expectation for...
- The behaviour I am looking for is...

- ✚ **Caution** - If the behaviour does not change they will identify the issue with the child quietly and remind them of the expectations. In Early Years this may also result in the child being asked to sit on the thinking spot in order to give them the quiet time they need to reflect on their behaviour. Staff may use the following sentence openers to instigate the discussion:
 - I have seen...
 - Can you remember when we had the last conversation and I asked for...
 - At the moment I haven't seen...
 - If there is something that you need to tell me or I can help you with, now is the time to tell me.
 - Remember when... that's the (child's name) I want to see right now
- ✚ **Last Chance** - If there remains no improvement then the child is issued privately with their last chance, this makes it very clear that if there is no change then the child will need to leave the room. The following sentence opener is used to ensure there is clarity:
 - This is your last chance before I ask you to go to... I need to see...
- ✚ **Year group referral** - If the child is still unable or unwilling to change their behaviour then they are asked to go to the other year group class to reflect on their behaviour, they will also be expected to complete their work at break or lunch time. A restorative conversation should take place as soon as possible.
- ✚ **Phase leader referral** – Should the behaviour of the child not improve then they should then be sent to the Phase Leader, the restorative conversation will then take place with the phase leader who will feedback the outcome of this to the class teacher. If the Phase leader has the same child referred to them twice within one week then a parent must be informed. If there are regular referrals to the phase leader over a 3 week period then the parent needs to be informed and a meeting between parent, class teacher and Phase leader should take place with the SENCo if needed.
- ✚ **SLT** must be informed immediately and asked to deal with any of the following incidents:
 - Bullying
 - Racism
 - Physical aggression
 - Verbal aggression e.g. swearing
 - Stealing

Important Note – Restraining a child:

In some extreme cases it may be necessary to restrain a child. This will only happen if the child is at risk of hurting themselves or others. Hillside have key staff who are trained in CRB, which ensures that they understand the correct ways in which to restrain your child should it become necessary. These incidents are always logged on Scholar Pack and the parent is always informed.

In some cases where a child's behaviour is severely challenging, they may be placed on the SEND register. Parents will be invited to speak to the class teacher and SENCo to develop an individual behaviour strategy appropriate to their needs. An EHAF (Early Help Assessment Form) may be completed to allow the family and school to access outside agencies.

Restorative Approach

At all times at Hillside we are committed to ensuring that relationships are positive and part of this is to use a restorative approach to behaviour management. This approach supports the child in understanding the impact of their behaviour and has 4 key features:

- ✚ **RESPECT** – for everyone by listening to other opinions and valuing them.
- ✚ **RESPONSIBILITY** – taking responsibility for your own actions.
- ✚ **REPAIR** – developing the skills so that individuals are able to identify solutions that repair the harm that has been done and avoid the repetition of these behaviours.
- ✚ **REINTEGRATION** – using a structured process that allows a child to reflect on the problem and ultimately allows them to remain in school and in class.

When children are asked to leave the room they will be asked to reflect on their actions in preparation for a restorative conversation. The teacher will decide when the most appropriate time is to discuss the incident. At this time the teacher will go through the incident identifying what had happened. If the incident involves another child then the person who was harmed will be asked first and then the harmer will be asked the following questions:

To respond to challenging behaviour:
What happened?
What were you thinking about at the time?
What have your thoughts been since?
Who has been affected by what you did?
In what way have they been affected?
What do you think needs to happen next?

To help those harmed:
What happened?
What were your thoughts at the time?
What have your thoughts been since?
How has this affected you and others?
What has been the hardest thing for you?
What do you think needs to happen next?

During the process the following principles will be followed:

- ✚ Ensure the children are ready to talk (if they aren't the conversation will not have the desired effect)
- ✚ Only one person talks at a time
- ✚ No interruptions
- ✚ Listen carefully and be respectful

Staff will ensure that consequences are appropriate and are not linked to a particular subject area e.g. writing lines, times tables, reading etc. At the end of the discussion all participants should feel that the incident has been resolved and it is now finished with. Individual staff should make the decision about whether or not parents need to be informed.

Exclusions

If a child's behaviour is so extreme that fixed term exclusion is necessary, then the following steps must be taken:

- ✚ A written record must be kept indicating the actions which have led to the exclusion and those of other staff. Any witness statements must be dated and signed.
- ✚ Work must be set for the pupil to complete during the first five school days of exclusion and marked.
- ✚ Parents must be fully informed of their duties* in the first five days and of the school days on which the pupil will be provided with suitable full time education.
- ✚ Plans should be made as to how the time could be used to address the pupil's problems.
- ✚ Plan appropriate support to help with the pupil's reintegration into the school at the end of the exclusion – a reintegration meeting with the Head teacher or other senior leader will always take place.

A fixed term exclusion may be for: 5 days or fewer, more than 5 days and up to 15 days (in a term) more than 15 days (in a term).

*Parents of the excluded pupil must ensure that he or she is not present in a public place during normal school hours without reasonable justification. This requirement applies whether or not the pupil is in the company of the parent. The pupil may also be removed from the public place by the police and taken to designated premises.

After the fifth day of exclusion, it is the LA's responsibility to provide education for the excluded child.

Searching Children

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

At Hillside, SLT have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks;
 - pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Reminder

If a child is demonstrating behaviours that are unwanted, quietly remind them of the behaviours you are looking for and then quickly move away and praise someone who is demonstrating the correct behaviours

I've noticed that.../ Remember the rule/expectation is.../The behaviour I am looking for is.../ Remember when you...

Caution

If the behaviour does not change identify the issue and quietly remind the child of the expectations. This may also include the thinking spot in Foundation.

I have seen.../ Can you remember when we had the last conversation and I asked for.../ At the moment I haven't seen.../ If there is something you need to tell me or I can help you with, now is the time to tell me./ Remember when you... that's the (child's name) I want to see now.

Last Chance

If there remains no improvement then privately issue them with their last chance, this needs to make it very clear that if there is no change the child will have to leave the room.

This is your last chance before I ask you to go to... I need to see...

Year Group Referral

If the child is still unwilling or unable to change their behaviour then they are given a restoration slip and asked to go to the year group class to complete the slip, they will also have to complete the work they have missed in their own time. The child returns to class (no more than 10 minutes maximum) and continues with their learning until the teacher is ready to have the restorative conversation

Have the restorative conversation at a time convenient to the teacher as close to the incident as possible. The incident should then be logged on ScholarPack by the class teacher

Phase Leader Referral

If the behaviour has not improved then the child will need an additional Restoration slip and will need to go to the phase leader with their work

The restorative conversation takes place with the Phase leader and they then feed this back to the class teacher and log the incident on Scholarpack

If the Phase leader has the same child referred to them twice within one week then a parent must be informed. If there are regular referrals to the phase leader over a 3 week period then the parent needs to be informed and a meeting between parent, class teacher and Phase leader should take place, with the SENCo if needed.

SLT should be informed immediately and asked to deal with any of the following incidents:

- Bullying
- Physical aggression
- Verbal aggression e.g. swearing
- Stealing

Appendix 3 Behaviour expectations

To be the best version of yourself and the best Hillsideer you can be.

Use manners	Please Thank you Excuse me When talking to people, look and listen to them, don't talk over them
Be kind	Look for opportunities to compliment people Show you care by sharing and taking turns Smile Look out for others- help if stuck/ ask to join a game/ make them feel welcome Kind hands Kind feet Kind words THINK before speaking- is it True, Helpful, Important, Necessary, Kind? Say hello to new people/visitors to the classroom
Be ready	Try your best Wear uniform- hoods down and hats off inside school Have everything you need for the lesson Take personal responsibility
Be wise	Pick up resources/belongings/rubbish (do not tread/walk over them) from the floor Choose it, use it put it away- everything has a place and there's a place for everything Don't lean on the displays Use hands to put things away/ push trays/ boxes in Walk on the left hand side of the corridors Let people pass Hold the door open for people to come through Walk in school Tuck in bag straps in the boxes Clear tidy corridor surfaces

Follow these behaviours when representing the school, out of school.