

Behaviour Policy



At Hillstone Primary School, we believe in engagement in learning to promote good behaviour.

Positive behaviour management includes:

- praising the behaviour we want to see
- teaching appropriate behaviour through positive reprimands
- reprimanding privately; praising publically
- giving pupils time to get things right
- staff and parents acting as positive role models



Rationale

The children of Hillstone School behave very well most of the time and meet the high expectations of behaviour set. This policy is to ensure consistency on the occasions when children's behaviour falls below expected standards

Context

We work to ensure a well-educated, healthy, happy future for all by:

- teaching a broad and balanced curriculum.
- having a commitment to raise standards.
- setting challenging targets.
- supporting children and their families in their efforts to fulfil their potential.

Aims

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

Expectations

- This is our school and we look after it and the people inside it.
- We are considerate, caring and tolerant of each other.
- We treat others as we want them to treat us.
- We treat other peoples' property carefully.
- We accept responsibility for our own behaviour.

Responsibilities

Children's responsibilities are:

- to work to the best of their abilities, and allow others to do the same.
- to treat others with respect.
- to follow the instructions given by school staff.
- to take care of property and the environment in and out of school.
- to co-operate with other children and adults.
- complete any assigned work in or out of the classroom.

Staff responsibilities are:

- to treat all children fairly and with respect.
- to raise children's self-esteem and develop their full potential.
- to provide a challenging, interesting and relevant curriculum.
- to create a safe and pleasant environment, physically and emotionally.
- to use rules and sanctions clearly and consistently.
- to be a good role model.
- to form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- to recognise that each child is an individual and to be aware of their special needs.
- to offer a framework for social education.

Parents' responsibilities are:

- to make children aware of appropriate behaviour in all situations.
- to encourage independence and self-discipline.
- to show an interest in all that their child does in school.
- to foster good relationships with the school.
- to support the school in the implementation of this policy.
- to be aware of the school rules and expectations.

Encouraging outstanding behaviour for learning in school

- We set out clear expectations of good behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set good examples and standards of behaviour.
- We praise good behaviour both privately and publicly.

Anti-bullying and Harassment Strategy

Definition

Bullying is any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people. It is persistent and can continue for a long period of time.

Bullying behaviour may include:

1. physical aggression, such as hitting, kicking, taking or damaging possessions.
 2. verbal aggression, such as name calling, threatening comments, insults, racist remarks, teasing, sending nasty notes or making nuisance calls.
 3. indirect social exclusion, such as deliberately leaving someone out, ignoring someone or spreading rumours about someone or about their family.
- cyberbullying, which involves any of the above behaviour but on an electronic device such as mobile phone, iPad and on the internet.
 - racial, sexual or homophobic harassment which involves the same behaviour directed against someone because of their cultural or ethnic identity, their gender or sexuality.

Aims

To create an ethos in which bullying/harassment* are considered to be unacceptable by all members of the school community.

To identify and deal effectively with incidents of bullying/ harassment*

KiVa

Hillstone Primary School follows the KiVa anti-bullying program. This involves teaching lessons in Key Stage Two to raise awareness of bullying and the part everyone plays in preventing it. Also, KiVa has a clear approach to recording and dealing with any incidents of bullying that may arise throughout the year.

Processes

Bullying behaviour can be prevented through a combination of:

- raising awareness about what bullying is and how it affects people.
- emphasising the important role that all children have in tackling bullying.
- teaching pupils how to manage their relationships constructively and assertively.
- help to build an anti-bullying (KiVa) ethos in the school.
- encouraging openness and disclosure of incidents.

* harassment is defined as any kind of unreasonable behaviour which alarms, distresses or torments someone else.

Issues to be explored with pupils include:

- What is bullying? This will include the different types.
- Respect.
- How can we all help to prevent bullying?
- How can they get help if they or one of their friends is being bullied?
- What are the effects on others?
- What moral dilemmas do we face when we encounter bullying behaviour?

Responding to bullying situations

There are some key factors to remember when responding to a bullying situation:

- Never ignore suspected bullying.
- Do not make assumptions.
- Listen carefully to all accounts.
- Record the incident in as much detail as possible.

Procedures to follow:

- When a suspected bullying incident is identified, the adult who was informed first about the incident fills in Form 1 as soon as possible. A decision is then made with the class teacher (if you are not the class teacher) whether a discussion is needed or if it needs to be referred to the KiVa team (behaviour co-ordinator, pastoral manager and teaching assistant).
- Following the KiVa program, the KiVa team will then hold meetings with the victim and/or the bully/bullies. A record will be kept of these meetings. An action will be put into place and a follow-up meeting arranged.
- Teachers will be informed of actions.
- When appropriate, parents/carers will be informed verbally.
- SMT will be informed when appropriate.

Equal Opportunities

This policy will be applied equally to all pupils irrespective of ethnicity, gender, religion or special educational needs.

Monitoring and Evaluation

All records of suspected bullying incidents, and subsequent actions, will be kept in the pastoral manager's office. Regular follow-up reviews will take place. The KiVa team will monitor cases termly. An end of year survey will be completed by all pupils and staff.

Rewards

We aim to have a consistent approach when rewarding good behaviour through the use of the following rewards.

Hillstone Pounds: These will be awarded by Senior Teachers for exceptional whole class behaviour around school. The class collect Hillstone Pounds which accumulate into a variety of whole class activities. The activity will be chosen by the class. These will not be able to be given out as regularly in the autumn term.

House Points: House Points are awarded for personal achievement including: good work in lessons, homework, sport and the arts. Teachers will collect in House Points weekly, by the end of the day every Thursday, and add them to the system. These will then be announced with Hillstone Stars on a Friday.

Stamp Cards: Each child will have an individual stamp card. Stamps are awarded for behaviour including: good manners, kindness, following instructions, showing respect, politeness, honesty, being friendly, sharing and Hillstone Learning Powers (HLP). When a child gets a total of 50 stamps they will be awarded their Bronze Certificate. A Silver Certificate will be given for 100 stamps and a Gold Certificate and prize for 150.

Hillstone Star: At the end of each week, a child will be chosen to be the Hillstone Star, by the class teacher, for outstanding effort or work. They will receive an invitation to a celebratory tea. On Friday, their name is announced over the school speakers and they attend a celebratory tea in the community room with the head teacher and/or the deputy head. This will not take place in the autumn term.

Consequences

If a child breaks one of our school rules there will be a consequence.

Follow The Steps	Straight Red (one point)	Major Concerns
answering back	leaving class without permission	behaviour from previous column shows no improvement
not following instructions	persistent defiance	severe acts of inappropriate behaviour
verbal abuse, bad language	deliberate destruction of another child's piece of work	major disruption of lessons
unsuitable behaviour e.g. pushing/teasing	vandalism	major disruption in playground
disrupting another child's game	stealing/intent to steal	
damage to class property	direct verbal abuse	
inappropriate language	threatening behaviour and acts of violence.	
not following instructions	racial or homophobic abuse	
being violent/aggressive during play (outside)	bullying	
deliberately telling lies		
Reminder of rules and expectations stated by staff. Chance to modify behaviour. Repeat if required.	Recorded as RED (one point) and further reminder to child. If behaviour does not improve then it becomes a major concern.	To be recorded on ScholarPack. Phone call home and it could lead to an internal or fixed term exclusion. BEP written.

Sanctions

Steps	Actions
1) Redirection	Encouragement to reflect and improve behaviour. A 'nudge' in the right direction.
2) Reminder	A reminder of the expectations at Hillstone, delivered privately wherever possible, repeated if necessary. Where reasonable and possible, de-escalation should keep things at this stage and pupil changes behaviour.
3) Caution	A clear verbal caution delivered privately, wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Repeat if required.
4) Time Out	Give the learner a chance to reflect away from others within the classroom or in another classroom. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so – still private and calm.
5) Sanctions	A child must complete their work and have been informed that the missing of playtime or lunchtime will happen as a consequence of their behaviour. Next steps are: <ul style="list-style-type: none"> • to miss part or all of their playtime with their class teacher. • to finish their work at lunchtime, this can be with the class teacher or a member of SMT.
6) Red	A member of SMT, who is not teaching at that time, is sent for and the child is removed for a time out. This will be recorded as a red by the class teacher.
Reparation	Upon the child's return to the classroom, the class teacher or TA will go through Reparation form with the child, at the earliest convenience. Older children can fill it in themselves if a TA is not available.
Point Interventions	<p>1 Point – Child's name recorded – warning of next steps given and the child will have received a time out with a member of SMT.</p> <p>2 Points – Parents verbally informed (privately). Child misses play with their class teacher.</p> <p>3 Points – A letter will be sent home requesting a meeting, which may be over the phone, with class teacher. Child will miss the next lunchtime. Phase leader and behaviour co-ordinator informed.</p> <p>4 Points – A letter will be sent home requesting a meeting with the class teacher. Discussions will take place concerning actions and next steps. Arrange weekly feedback with parents to discuss positive and negative aspects of their behaviour. Phase leader and behaviour co-ordinator informed. Child will miss the next lunchtime.</p> <p>5 Points – A letter will be sent home requesting a meeting with the class teacher and a senior teacher. A daily feedback meeting will be arranged. A personalised approach will be agreed at an individual level, involving engagement with parent and school.</p> <p>6 Points – An Individual Behaviour Plan will be written by the class teacher and behaviour co-ordinator to address the child's needs. This will be shared with the parents.</p>
<p>Extreme behaviour will be dealt with <u>immediately by the Head Teacher</u>. Teacher may not follow the steps above.</p>	
<p>The Head teacher can exclude pupils either permanently or for a fixed period for persistent or serious misbehaviour. Parents will be informed in writing of any decision that is made to exclude their child.</p>	

Lunchtime

Steps	Actions
1) Redirection	Encouragement to reflect and improve behaviour. A 'nudge' in the right direction.
2) Reminder	A reminder of the expectations at Hillstone, delivered privately wherever possible, repeated if necessary. Where reasonable and possible, de-escalation should keep things at this stage and pupil changes behaviours.
3) Caution	A clear verbal caution delivered privately, wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Repeat if required.
4) Sanctions	<p>Next steps are:</p> <ul style="list-style-type: none"> • to spend 10 minutes of their lunchtime in time out somewhere outside with their supervisor. After the 10 minutes is up, the supervisor privately reminds the child of the expectations of their behaviour. • to radio for the senior lunchtime supervisor. They will then receive another time out away from the other children.
5) Red	In extreme circumstances, the senior lunchtime supervisor will be called for and the child will be removed and taken to a member of SMT. This will be recorded as a red.
Extreme behaviour will be dealt with immediately by the Head Teacher.	

Statement of Behaviour Principles

The document 'Behaviour and Discipline in Schools – Guidance for Governing Bodies' (DFE - July 2013) has been used as a reference in producing this Statement of Behaviour Principles.

Right to feel safe at all times:

All children, staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave responsibly and to treat each other with respect. They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

High standards of behaviour:

- The Governors strongly believe that high standards of behaviour lie at the heart of a successful school.
- Good teaching and learning promote good behaviour and good behaviour promotes effective learning.
- Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach.
- Governors believe that the expectation of high standards of behaviour, which are required during the school day, can have a positive effect on the life of young people outside school in encouraging them to become successful citizens.

Inclusivity and Equality:

We are an inclusive school; we believe in equality and in valuing the individual. We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

School Rules:

School rules will be detailed in our Behaviour Booklet. We believe in consistent systems differentiated by age, in taking responsibility for our actions – in choice and consequence.

We expect that all staff will support rules and codes and ensure consistent application and expectations across the school day.

Home/School Agreement:

The Home/School Agreement will be an important part of communicating our approach so that parents/carers can be encouraged support their child, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school.

The responsibilities of children, parents/carers and all school staff with respect to their children's behaviour should be outlined in the Home School Agreement which children, parents/carers and teachers must be asked to sign when a pupil joins the school.

The use of Reasonable Force

At all times the use of force should be a last resort but governors agree it may be used in the following circumstances (see Section 93 of the Education and Inspections Act 2006).

- In self-defence or when safety is an issue.
- Where there is a risk of significant damage to property.
- To search pupils for weapons / stolen property.
- The Governors expect that 'authorised' staff are appropriately trained in the use of reasonable force and restraint and that all staff are given advice on de-escalation and behaviour management techniques.
- There is a statutory duty to record and report all significant incidents including all use of force.
- Where a risk has been identified an individual pupil 'Behaviour Management Plan' may specify a particular physical intervention technique for the pupil concerned.

The power to discipline for behaviour outside the school gates

The policy is enforced in response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff including:

- children and adults taking part in any school-organised or school-related activity.
- interactions between parents/adults.

This also includes anything that is said or is posted on social media that:

- could have repercussions for the orderly running of the school.
- poses a threat to a pupil, member of staff, parents and other adults.
- adversely affects the reputation of the school.

Exclusions Policy

Exclusion is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Policy.

A student may be at risk of exclusion from school for:

- verbal or physical assault of a student or adult;
- persistent and repetitive disruption of lessons and other students' learning;
- extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

A Fixed Term Exclusion from the school can only be authorised by the Headteacher or Deputy Headteacher acting on their behalf. If none are available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available.

In the case of a Permanent Exclusion this can only be authorised by the Headteacher and must only be done after consulting the Chair of Governors of the intention to impose this sanction, although the final decision rests with the Headteacher of the school.

The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school.

Notification of an exclusion

1. Parents will be notified as soon as possible of the decision to exclude a student and the reason for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day.
2. In the case of a Permanent Exclusion parents will be notified by the Headteacher in a face-to-face meeting.
3. A student who has been excluded will have the reason for their exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.

4. The school will also work to put in place a programme for the pupil on their return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies. Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases, following an exclusion, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.
5. Chair of Governors, LA Inclusion Officer and relevant school staff will be notified of all Fixed Term Exclusions the same day of the production of the exclusion letter, which they will receive a copy of; it will clearly outline the reasons for the exclusion.

Students Returning from a Fixed Term Exclusion

All students returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

Permanent Exclusions

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a Headteacher may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off' incident.

If your child has been permanently excluded, be aware that:

- the school's governing body is required to review the head teacher's decision and you may meet with them to explain your views on the exclusion
- if the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority.
- the school must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion.

Appeals

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

Monitoring and Review

- 1) The impact of this policy will be reviewed by the Governors' Curriculum & Standards Committee
- 2) The Headteacher will provide Governors with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.
- 3) The policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholders.

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