

BEHAVIOUR POLICY STATEMENT

Our whole school behaviour targets will be:

- I will always try to do my very best.
- I can make the right choice about my behaviour and allow my class to learn.
- I can follow an instruction given by an adult.
- I can show good sitting, looking and listening.
- I can use kind and friendly words.
- I can use kind and friendly hands and feet.



Hillstone School

Head teacher Ms Sparrow

Rationale

The children of Hillstone behave very well for most of the time & 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
- A commitment to raising standards;
- Setting challenging targets
- Supporting children & 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 obey the instructions of the 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 and 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 is an individual and to be aware of their (special) needs.
- To offer a framework for social education.

The 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.
- To offer a framework for social education.

Encouraging outstanding behaviour for learning in school:

- We make clear our 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 through example standards of behaviour.
- We praise good behaviour both privately and publicly.

Anti-bullying & Harassment Strategy

Definitions

Bullying is any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, persistent and can continue for a long period of time. It always reflects an abuse of power and is usually premeditated.

Bullying behaviour can include:

- Physical aggression, such as hitting, kicking, taking or damaging possessions;
- Verbal aggression, such as name calling, threatening comments, insults, racist remarks, teasing, sending nasty notes or making nuisance calls;
- Indirect social exclusion, such as deliberately leaving someone out, ignoring someone, spreading rumours about someone or about their family.

Racial, sexual or homophobic harassment involves the same kinds of behaviour directed against someone because of their cultural or ethnic identity, their gender or sexuality. Harassment is defined as any kind of unreasonable behaviour which alarms, distresses or torments someone else

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

Processes

Bullying behaviour can be prevented through a combination of:

- Awareness raising about what bullying is and how it effects people
- Emphasising the important role that bystanders play in tackling bullying and teaching pupils how to safely challenge bullying behaviour.
- Teaching pupils how to manage their relationships constructively and assertively.
- Help to build an anti-bullying ethos in the school.
- Staff will encourage openness and disclosure of incidents

Issues to be explored with pupils include:

What is bullying?

What causes people to bully each other?

How does it feel to be bullied /to bully?

What are the effects on others?

What would our school and our society be like if bullying behaviour was acceptable?

Why should we try not to bully each other?

What can we do to stop bullying?

What moral dilemmas do we face when we encounter bullying behaviour?

Responding to bullying situations

There are five key things to remember when responding to a bullying situation:

- Never ignore suspected bullying
- Don't make assumptions
- Listen carefully to all accounts
- Adopt a problem solving approach
- Follow up shortly after intervention and some time after to check that the bullying hasn't returned.

Procedures to follow:

- When a bullying incident is identified it is important to make a record of who is involved, what happened and how it was followed up.
- All matters of bullying to be brought to the attention of phase leader and Head Teacher/Deputy Head teacher.
- Parents/carers to be informed by letter/phone call.
- Appropriate action will be taken.
- The victim to be informed that action has been taken.
- Support for the victim to be provided if necessary.

Equal Opportunities

This policy will be applied equitably to all pupils irrespective of ethnicity/ gender/ religion or special educational need.

Monitoring and Evaluation

A systematic collection of objective data will aid analysis and support appropriate action. The collated data will be scrutinised, as part of the schools' self-evaluation process in order to support planning to address issues raised.

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 class behaviour around school. The class collect Hillstone Pounds which can be exchanged for a variety of whole class activities. The activity will be chosen by the class.

House Points: House Points are awarded for effort, behaviour and good manners in school. Children can earn House Points in class by working together well as a table. These can be given out by any member of staff at any time during the school day. House Points are collected at the end of each week and a cup is awarded to the winning house at the end of each term.

Behaviour Chart: Each class will have a behaviour chart clearly displayed within the classroom. At the start of each day all children will start on green. If a child shows consistently exceptional behaviour they can move up in steps to silver and then gold. A child who achieves gold on the chart will get a certificate at the end of the day to celebrate their success.

Stamp Cards: Each child will have an individual stamp card. Stamps are awarded for good presentation and work of a high standard. When a child gets a total of 50 stamps they will be awarded their First Certificate. A Second Certificate will be given for 100 stamps and a Third Certificate and prize for 150. Certificates will be awarded during the weekly Achievement Assembly.

Hillstone Star: At the end of each week a child will be chosen to be the Hillstone Star by the class teacher. Children are chosen by the teacher for outstanding effort or work. If your child is chosen to be the Hillstone Star you will receive a letter inviting you to join the Achievement Assembly to celebrate their success.

The 'Best of the Best': The 'Best of the Best' is chosen by a different class each week from the week's Hillstone Stars. One child is chosen and their parents are invited to the following week's Achievement Assembly. Any child chosen as 'Best of the Best' will be awarded a trophy and have their photograph taken.

Consequences

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

1. A child will be given a verbal reminder that their behaviour is unacceptable.
2. If the child does not change their unacceptable behaviour, their name will be moved down to orange on the class behaviour chart.
3. If the unacceptable behaviour persists the child will move their name to hover between orange and red on the behaviour chart. At this point, they will be given a reminder about how they are expected to behave. They will then have a 10 minute time out period in another class to reflect upon their behaviour and how they might improve it.

If a child is able to show a consistent improvement in their behaviour, they are able to move back up to green in steps on the chart. From point 4 onwards the child will remain on red for the whole day.

4. If a child returns from a 10 minute break and their unacceptable behaviour continues they will be moved to red on the chart and will remain there for the rest of the day. The child will be sent out of the classroom to a Senior Teacher for the remainder of the session. They will be given work to complete.




When a child moves to red on the chart a behaviour point will be recorded on the school system. They will then move onto the intervention scale

Sanctions

Disciplinary sanctions are considered within the context of this policy and the relevant guidelines on pupil behaviour.

Parents will automatically be informed in cases of persistent rule-breaking or serious misdemeanours that involve their child.

If a pupil is persistent in producing unacceptable behaviour it may be necessary to:

-  issue a formal warning
-  impose a fixed term exclusion
-  impose a permanent exclusion

The Headteacher has the power to 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 including the relevant procedures, their right to representation etc.

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 young people 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 also 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.

- The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Single Equality Scheme will be further reinforced through the Behaviour and Anti-Bullying Policies and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations.

School Rules:

- School rules will be detailed in our Behaviour Policy. 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.

Rewards:

- We believe positive behaviours should be rewarded to encourage good behaviour in the classroom and elsewhere in the school.

- The Governors expect that any rewards system is explained to others who have responsibility for young people such as extended school provision and, where applicable, home to school transport so that there is a consistent message to pupils that good behaviour reaps positive outcomes. • The rewards system must be regularly monitored for consistency, fair application and effectiveness.

Sanctions: • Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers including extended provision.

- It is important that sanctions are monitored for their proper use, consistency and effective impact.

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 and 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:

- The Governors expect the Whole School Behaviour Policy/ Use of Reasonable Force Policy to clearly outline the circumstances where staff may use reasonable force and other physical contact. 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 Governors expect the Behaviour Policy to set out the school's response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Policy should include the school's response to any bad behaviour when the child is:
 - taking part in any school-organised or school-related activity, wearing school uniform, or identifiable as a pupil at the school
- Even if the conditions above do not apply, the Policy must take account of misbehaviour at any time which:
 - could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Pastoral care for school staff:

- The Allegations Made Against Staff Document must include details of how the school will respond to an allegation against a member of staff.
- The Governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation. The Governors would, however, expect the Headteacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.
- In addition, the Behaviour Policy should set out the disciplinary action that will be taken against children who are found to have made malicious accusations against school staff.

Exclusions Policy

Purpose of this policy

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Principles

1) 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.

2) 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.

3) 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.

4) 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.

5) The school regularly monitors the number of Fixed Term Exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

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 his/her 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 his/her 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) The 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

1) 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.

Relationship to other school policies

The Exclusion Policy should be read in tandem with the school's Behaviour Policy as well as other relevant school policies, particularly the Inclusion Policy, Special Educational Needs Policy and the Equality & Diversity Policy. It also has a close inter-relationship with the Anti-Bullying Policy and Attendance Policy.

Monitoring and Review 1) The impact of this policy will be reviewed by the governors' Curriculum & Standards Committee

2) The Headteacher will provide the Committee 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.