

# Behaviour Policy Booklet



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



| House Points  | Stamps   | Hillstone Pounds   |
|---|--|--|
| For personal achievement:                                   | For behaviour:   | For whole class behaviour:                                       |
| work in lessons   | good manners   | moving around school   |
| homework  | kindness   | engagement in lessons  |
| the Arts  | following instructions   | settling quickly to work   |
| sport   | showing respect  | sitting in assemblies  |
|   | politeness   |  |
|   | honesty  |  |
|   | being friendly   |  |
|   | sharing  |  |
|   | putting it right   |  |
|   | Hillstone Learning Powers  |  |
| Given by teachers.<br>Scrap pod at end of term for winners. | Given by staff.<br>Certificates earned for multiples of 50 stamps. | Given by senior staff.<br>Rewards chosen at 10HP, 25HP and 50HP. |

| 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.<br><br>Chance to modify behaviour.<br><br>Repeat if required. | Recorded as RED (one point) and further reminder to child (using help-script phrases.)<br>If behaviour does not improve then it becomes major concern. | To be written on incident sheet -<br>Phone call and could lead to internal or fixed term exclusion.<br>BEP |

| 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) Time Out   | Give the learner a chance to reflect away from others within the 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) Red  | Removed from class if required. Will be recorded and next break missed. One red equals one point.   |
| Reparation  | After the second point, a meeting takes place with KSCo or SMT. Children are given chance to discuss behaviours.  |
| Point Interventions   | <p>1 Point – Child's name recorded – warning of next steps given and child misses play.</p> <p>2 Points – Parents verbally informed (privately). Child misses play. Reparation meeting with senior teacher.</p> <p>3 Points – A letter will be sent home requesting a meeting in school with the class teacher. Child will miss the next lunchtime. Reparation meeting follow-up.</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 parent discussing the behaviour and positives aspects of the behaviour.</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 – We will create an Individual Behaviour Plan to address the child's needs. At this point Outside Agencies may be involved. A reduced timetable maybe required at this stage.</p> <p>Every child will start each term with zero points.</p> |
| <p>Extreme behaviour will be dealt with immediately by the Head Teacher or Deputy Head Teacher and may not follow the steps above.</p> <p>20:20:20 will be used to correct some inappropriate dinner time behaviour (reduced time on the playground).</p> |   |

## Teachers will:

- 1 Meet and greet at the door when possible.
- 2 Model positive behaviours and build relationships.
- 3 Plan lessons that engage, challenge and meet the needs of all learners.
- 4 Recognise and praise positive behaviours and attitudes.
- 5 Be calm and give an appropriate amount of time when going through the steps.
- 6 Prevention before sanctions.
- 7 Follow up every time, retain ownership and engage in reflective dialogue with learners.
- 8 Never ignore or walk past inappropriate behaviour.

### Three's the magic number - Pupils

1. Follow instructions, including responding to the stop signal immediately.
2. Display good learning behaviours and be ready to learn.
3. Speak politely and respectfully to all adults and children.

### Three's the magic number - Lunchtime

1. Use the stop signal consistently as a silent hand signal.
2. Be explicit by telling the children what you want them to do.
3. Maintain professionalism and keep voice controlled and calm when interacting with the children.

### Three's the magic number – Senior Management Team

1. Complete the reparation sheet with children as needed.
2. Give out Hillstone Pounds regularly and evenly.
3. Respond to parent, pupil and staff concerns in line with policy.

### Three's the magic number – Teachers & TAs

1. Follow the steps for in class de-escalation.
2. Deal with the primary behaviour first.
3. Reprimand privately; praise publically.

### Three's the magic number – Parents and Guardians

1. Support school by following policy and working in partnership with us.
2. Discuss concerns directly with school to work in partnership.
3. Be a positive role model for children in and around school.