



HILLSTONE PRIMARY SCHOOL

Behaviour Policy

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Next review due by: September 2024

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.

Rewards

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

Hillstone Hearts: These will be awarded by Senior Teachers for exceptional whole class behaviour around school and attendance. The class collect Hillstone Hearts 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.

Graduated Approach

Stage	Examples of behaviour	Possible Sanctions	Next steps for staff
Stage 1 - Follow the Steps Reminder of rules and expectations - delivered privately. Chance to modify behaviour. Repeat if required.	Swinging on chair Interrupting/calling out Not being on task Ignoring instructions Running inside the school building Silly noises Pushing in the line Rough play at playtime or lunch time Answering back Verbal abuse/bad language/Inappropriate language Disrupting another child's game Damage of class property Deliberately telling lies	1) Redirection Encouragement to reflect and improve behaviour. A 'nudge' in the right direction. 2) Reminder A reminder of the expectations at Hillstone (Ready, Respectful and Safe), 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 in an agreed calm down zone within the child's classroom.	Class teacher/cover teacher to respond to all stage 1 behaviours. Class teacher to make any adjustments to support child to improve e.g moving to a different place in the classroom Class teacher to reflect on what can be put in place to avoid this happening in the future. Praising of good behaviour will often have a positive effect on those children not behaving appropriately. Class teacher can complete <u>self-audit of behaviour management strategies</u> to support adaptations in class.
Stage 2	Persistent stage 1 behaviour Stage 2 behaviour: <ul style="list-style-type: none"> - Disrupting the class affecting other pupil's learning despite intervention at stage 1. - Inappropriate remarks to other pupils to engage 	<p style="color: red;">These sanctions are not in chronological order unlike those in stage 1.</p> Missed minutes of playtime either with the class teacher or where appropriate with an identified adult (this should be agreed in advance) Maximum of 5 minutes. Time out in another classroom with work provided. Up to a maximum of 15 minutes. Receiving teacher and any SLT in classrooms will not discuss the reason for removal with the child when they are sent for time out within another classroom.	Class teacher to record on ScholarPack. After two time outs/missed playtimes within another classroom, <u>class teacher to complete A,B,C chart</u> to identify triggers and communication. <p style="background-color: red; color: black; display: inline-block; padding: 2px;">Red to be given</p> for time out of class/missed playtime. Class teacher to talk to or phone parents to inform them of persistent stage 1 behaviour or stage 2 behaviours each week.

	<p>others in inappropriate behaviour</p> <ul style="list-style-type: none"> - Refusal to comply with requests made by class teacher/cover teacher - Harmful/offensive name calling. - Continuous rough play at playtime/lunchtime despite reminders from adults (could be on consecutive days) - Repeated incidences of playing unkindly at playtime/lunchtime - Targeted behaviour towards the same child repeatedly 		<p>Conversations with parents to be recorded on CPOMS.</p> <p>Phase leader to speak to pupil.</p> <p>Playtime and lunch time incidents to be reported to the class teacher by supervising adult.</p> <p>Parents to be contacted if the child has evidence of stage 2 behaviour 3X or more in a half-term by Behaviour Lead/SLT</p> <p>Review strategies to support and discuss provision with Behaviour Lead/Phase Leader and see if further intervention or resources are needed. Class teachers to support pupils' learning and behavioural needs.</p>
<p>Stage 3</p>	<p>Persistent stage 2 behaviour Persistent swearing. Throwing objects with intent to harm. Intentionally, harming someone so that they need first aid.</p>	<p>Sent to member of SLT Each class to be given a velcro ' Helping Hand' which can be used to alert a senior leader to the need for urgent help. Telephone call to inform parents made by receiving senior leader. Loss of playtimes and lunch times as agreed with child attending SLT lunch time rota. Internal exclusion</p>	<p>Behaviour to be reported on ScholarPack by class teacher - red given.</p> <p>SLT to add further actions to CPOMS following conversation with parent.</p> <p><u>Behaviour checklist to be completed by the class teacher</u> and to be used to identify priority areas of improvement and to support formulation of an IBP.</p>

	<p>Continued or more serious challenge to authority. Stealing Repeated refusal to do a set task. Highly offensive remarks made to children. Repeatedly leaving the classroom. Attempting to leave the school building/premises. Fighting Verbal comments that do not support 'No Outsiders' e.g homophobic/racist Bullying Attempt to leave the school site. Leaving the classroom without permission</p>		<p>A child with 6 reds given for stage 2/3 behaviour will have an IBP. This will be created in consultation with the Behaviour Lead, class teacher, pupil and parent. Phase Leader, SENCO, DHT and Head Teacher may also be involved. IBP put in place. IBP to be shared with the pupil's parents. IBP to be reviewed termly but will be annotated by the class teacher as required.</p> <p>Rewards to motivate and loss of lunch times, playtimes and other sanctions to be agreed with pupil and parent as part of IBP process.</p> <p>Pupil placed on report card system and monitored by class teacher. Any child on a report card will not represent the school or hold a job of responsibility. Class teachers to email Behaviour Lead once a child is on a report card so that this can be collated and circulated to all staff each week.</p>
<p>Stage 4</p>	<p>Persistent stage 3 behaviour Persistent bullying Fighting Racism/homophobic comments Very serious challenge to authority Leaving school without permission</p>	<p>Class teacher/phase leader to investigate. Pupil sent to meet with the Headteacher. Meeting scheduled with parents. Loss of playtimes and lunch times with senior leader. Discussion around part time timetable. Fixed period of internal exclusion or external suspension applied.</p>	<p>Situation monitored by teacher and SLT/Behaviour Lead. Referral to City of Birmingham School sought to provide additional support and guidance by Behaviour Lead. IBP to be continued as in stage 3. Pupil continues to be placed on a report card system, monitored daily by Phase Leader (class teacher sends child at convenient time at the end of each afternoon) and weekly by HT/DHT. Behaviour to be reported on ScholarPack and red given.</p>

Stage 5	<p>Persistent stage 4 behaviour</p> <p>Persistent verbal abuse to a member of staff</p> <p>Physical abuse to any member of staff or pupil.</p> <p>Malicious physical assault on another pupil or member of staff.</p>	<p>Suspension for a fixed period.</p>	<p>Situation to be monitored by teachers, SLT. Behaviour Lead and Headteacher.</p> <p>IBP's to be continued as in stage 3.</p> <p>Pupils to be placed on a report card system monitored daily by phase leader and weekly by HT/DHT.</p> <p>Behaviour to be reported on ScholarPack and red given.</p>
Stage 6	<p>Repeated stage 5 behaviours</p>	<p>Trustees alerted to the possibility of a permanent exclusion from school.</p> <p>Managed move discussed with parents and paperwork provided by Behaviour Lead.</p> <p>Permanent exclusion from school</p>	<p>Same as stage 5.</p> <p>Behaviour to be reported on ScholarPack and red given.</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 Trustees 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.
- Trustees 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.

Equal Opportunities

This policy will be applied equally to all pupils irrespective of ethnicity, gender, religion or special educational needs. Children with special educational needs will have support and provision within a Learning Plan or Individual Behaviour Plan. The tailored plan will be reviewed each term so that reasonable adjustments and provision are discussed and updated to ensure effective support.

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.

Our three rules are 'Be Ready, Be Respectful, Be Safe'.

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 Trustees 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 Trustees 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

The school will follow local authority guidance and the right to use exclusion will be reserved for very serious incidents and or persistent incidents of disruptive behaviour.

Monitoring and Review

- 1) The impact of this policy will be reviewed by the Trustees' Curriculum & Standards Committee
- 2) The Head Teacher will provide Trustees 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.
- 4) We are currently undertaking a behaviour audit which will lead to a change in policy from the spring term.