



HILLSTONE PRIMARY SCHOOL

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 Hearts |
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| 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. Scrap pod at end of term for winners. | Given by staff. Certificates earnt for multiples of 50 | Given by senior staff. Rewards chosen at 10HP, 25HP and 50HP. |



| Stage | Examples of behaviour | Possible Sanctions | Next steps for staff |
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| <p>Stage 1 - Follow the Steps</p> <p>Reminder of rules and expectations - delivered privately. Chance to modify behaviour. Repeat if required.</p> | <p>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</p> | <p>1) Redirection Encouragement to reflect and improve behaviour. A 'nudge' in the right direction.</p> <p>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.</p> <p>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.</p> <p>4) Time out in an agreed calm down zone within the child's classroom.</p> | <p>Class teacher/cover teacher to respond to all stage 1 behaviours.</p> <p>Class teacher to make any adjustments to support child to improve e.g moving to a different place in the classroom</p> <p>Class teacher to reflect on what can be put in place to avoid this happening in the future.</p> <p>Praising of good behaviour will often have a positive effect on those children not behaving appropriately.</p> <p>Class teacher can complete <u>self-audit of behaviour management strategies</u> to support adaptations in class.</p> |
| <p>Stage 2</p> | <p>Persistent stage 1 behaviour</p> <p>Stage 2 behaviour:</p> <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 others in | <p>These sanctions are not in chronological order unlike those in stage 1.</p> <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.</p> <p>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.</p> | <p>Class teacher to record on ScholarPack.</p> <p>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> <p>Red to be given for time out of class/missed playtime.</p> <p>Class teacher to talk to or phone parents to inform them of persistent stage 1 behaviour or stage 2 behaviours each week.</p> <p>Conversations with parents to be recorded on CPOMS.</p> |

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| | <p>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>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</p> <p>Persistent swearing.</p> <p>Throwing objects with intent to harm.</p> <p>Intentionally, harming someone so that they need first aid.</p> | <p>Sent to member of SLT</p> <p>Each class to be given a velcro 'Helping Hand' which can be used to alert a senior leader to the need for urgent help.</p> <p>Telephone call to inform parents made by receiving senior leader.</p> <p>Loss of playtimes and lunch times as agreed with child attending SLT lunch time rota.</p> <p>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> |

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| | <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> |

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| Stage 5 | <p>Persistent stage 4 behaviour Persistent verbal abuse to a member of staff Physical abuse to any member of staff or pupil. 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. IBP's to be continued as in stage 3. Pupils to be placed on a report card system monitored daily by phase leader and weekly by HT/DHT. 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. Managed move discussed with parents and paperwork provided by Behaviour Lead. Permanent exclusion from school</p> | <p>Same as stage 5. Behaviour to be reported on ScholarPack and red given.</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.

