



Hillcross Primary School

Behaviour Policy

1. Aims & Values

It is a primary aim of Hillcross Primary School that every member of the community feels happy, safe and secure, and that each person is valued and treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. Therefore, the primary aim of the behaviour policy is not a system to enforce rules but a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults. We believe it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. We focus on developing specific Habits of Mind that help everyone in our school community to develop a positive, considerate mind-set. This enables children to grow in a safe and secure environment, and to become responsible and increasingly independent members of the community.

We expect high standards of behaviour from everyone within the Hillcross Primary School community. Our expectations are designed for the safety of everyone in order to maximise the potential in every child and we ask for parents and staff support in upholding them. Our main expectation is to show care and consideration for others. We strongly believe that a positive approach to discipline is the best one, promoting good behaviour through an ethos of kindness and co-operation.

Behaviour which, in any way, disrupts learning, is unacceptable in our school, and, through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour. However, whilst this policy is designed to promote good behaviour, it also contains our policy on sanctions with regard to pupils' behaviour and our policy on exclusions.

We treat all children fairly and apply this behaviour policy in a consistent way, regardless of race, gender, age or ability. We are an inclusive school and endeavour to meet the needs of all children, including those with emotional and behavioural difficulties. **In all disciplinary actions it is essential that the child knows that it is the behaviour which is unacceptable and not the child as a person.**

2. Ethos

2.1 We want everyone to be involved in learning, aim for achievement at their highest possible level and experience and celebrate success.

2.2 Everyone has a responsibility to ensure that:

- Learning is the priority
- They show respect, courtesy and consideration towards all members of the school community
- They are honest and co-operative with others in order to build positive relationships
- Everyone is praised for positive behaviour choices and success is celebrated
- They follow and apply the rules and procedures of the school consistently within the same boundaries.

(Please see appendix 1 for more detailed information on Roles and Responsibilities)



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2.3 All members of the school community are expected to contribute positively to the wider community by:

- Promoting a positive image of the school
- Respecting members of the wider community and their property

Code of Behaviour

- Our code of behaviour is based on a 'Rights and Responsibilities' model and are discussed, developed and agreed by all members of the school community.
- The code is clearly displayed in the classrooms and around the school in written and visual formats.
- References are routinely made to the code and it's underlying purpose, as part of lessons and all other aspects of school life, to reinforce it.

Our code of behaviour states that:

We ALL have the RIGHT **to learn**.

It is EVERYONE'S RESPONSIBILITY to:

- ✓ Value others right to learn by making the right choices about their own learning and behaviour

We ALL have the RIGHT to **be respected**:

It is EVERYONE'S RESPONSIBILITY to:

- ✓ Allow others to have their own thoughts and opinions, even if we do not share them
- ✓ Speak and act appropriately and politely to each other

We ALL have the RIGHT to be **listened to**:

It is EVERYONE'S RESPONSIBILITY to:

- ✓ Allow everyone the chance to be heard
- ✓ Consider things from other people's point of view
- ✓ Not speak over or under the person speaking

We ALL have the RIGHT to **feel safe**:

It is EVERYONE'S RESPONSIBILITY to:

- ✓ Listen and follow instructions given to us
- ✓ Be able to take responsible risks, make mistakes and learn from them
- ✓ Think positively before you act and work co-operatively to find peaceful solutions to any problems that arise.
- ✓ Move around the class and school sensibly and safely

We ALL have the RIGHT to **learn in organised and tidy environment**:

It is EVERYONE'S RESPONSIBILITY to:

- ✓ Ensure equipment and resources are used appropriately and looked after
- ✓ Ensure all equipment and resources are returned to their places after use
- ✓ Help keep our classroom tidy, even if we have not created the mess.

School Rules

At Hillcross we have six rules that staff and pupils have agreed upon which form our code of behaviour:

We aim high in our learning and value others right to learn.

(We use our past experience, ask questions and think carefully about our learning. We approach learning with positivity, take responsible risks and persist to make sure it is the best it can be.)

We work co-operatively to achieve success.



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(We are willing to listen to the ideas of others, seek consensus and accept feedback. We move around the school quietly to avoid disrupting others.)

We communicate clearly and listen to others with empathy.

(We choose our words carefully to avoid hurting others or creating a misunderstanding. We listen with empathy so that we can understand another person's point of view.)

We treat everyone with respect.

(We value difference and hold back on our opinions and prejudices so that we can think flexibly and consider alternative ideas and approaches.)

We keep each other safe and find peaceful solutions to any problems that arise.

(We think before we act, try to remain calm and consider the consequences of our actions for ourselves and others. We use the school environment and equipment safely and look out for possible dangers.)

We look after our environment .

(We are proud of our school. We keep the school tidy, respect the natural environment and follow the school's Eco-Code.)

Safety is of paramount importance and additional more specific rules relating to key areas such as the playground, the gym and the dinner hall are shared with children and displayed as appropriate. Everyone is expected to praise children for following these rules and for reminding children of these as necessary.

Supporting Positive Behaviour Choices

At Hillcross we recognise that happy, secure and engaged learners make the best behaviour choices. Therefore, we keep learning at the heart of all we do. All children have access to a broad and balanced curriculum that is linked to their interests and experiences. Our creative approach to teaching and learning ensures that children are enthusiastic and motivated and excellent quality first teaching using a range of thinking tools is used to support and challenge each child's development. High expectations from staff and meaningful, relevant learning experiences that are carefully matched to the varying needs of every child creates a positive school environment and promotes children's self-esteem and confidence.

We have a strong emphasis on developing children's personal, social and emotional development. A child who feels confident as a learner will engage in the challenge of learning. A child who has positive relationships and interactions with others may be less inclined to present 'unwanted behaviours' and positive

A focused learning atmosphere that reduces the opportunity for inappropriate behaviour is created in a range of ways. There are explicit and consistent routines both in class and out for children to follow which encourage independence and reduce the need for queuing or calling out. Children are involved in establishing and operating routines and responsibilities are shared between all children. Classrooms have clearly defined areas and enable children to move around easily. Resources are labelled to make them easily accessible. Adequate time is given for children to prepare for learning and complete routine tasks such as tidying up.

All staff have consistently high expectations of the children and each other. We take the time to ensure that all children understand the school expectations and collaborate actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. Please see appendix 2 for more information about the importance of Positive Behaviour Management.

There are also some explicit elements to our curriculum and school provision that support and promote positive behaviour:



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P4C - Philosophy for Children (P4C) is a collaborative approach to discussion and enquiry. Through questions which are open ended and rigorous, it offers learners the opportunity to develop their thinking skills through exploratory talk and careful use of reasoning. P4C develops skills of collaboration and the understanding of other views and opinions. The children also develop positive attitudes and dispositions which are necessary for both higher level thinking and behaviour.

Habits of Mind – are a set of 16 problem solving, life-related skills developed by Art Costa, that are necessary to effectively operate in society and that promote positive thinking. Please see appendix X for an overview of the 16 Habits.

SEAL (Social and Emotional Aspects of Learning) - these themes are reinforced each term through whole school assemblies, class circle times, small group work and through SEAL as part of quality first teaching. Themes are: New Beginnings, Getting On and Falling Out, Good To Be Me, Going for Goals, Relationships, Changes and Say No to Bullying.

Specialist Support - some children, at certain times in their life, require additional support to make the right behavioural choices. The school have a mainstream Nurture group and qualified Emotional Literacy Support Assistants (ELSAs) to support these children. All staff receive regular training around our agreed procedures for de-escalating potentially volatile situations.

This consistent approach to behaviour management will result in a culture in which inappropriate behaviour is reduced and pupils are encouraged to be responsible for their behaviour as well as their learning.

Class Charter

At the beginning of each school year a class charter based around the whole school expectations are discussed and agreed by the class teacher, support staff and children. They are clearly displayed in the classroom near to the main whole class teaching area and understood by all. These expectations are reviewed at the beginning of each new term, week and sometimes session, as appropriate so the children are aware of their importance and the expectations are re-affirmed with the children.

The class charter will be supported by a class monitoring/review system that can be personalised within each class. **Class teachers may choose a system that works well for their specific children.** This may range from specific praise for meeting expectations to a more specific system such as 'Star' or 'role model' of the week award or a tiered system. Systems will be discussed with Phase Leaders before introducing them to the children to ensure they fit with the overall school ethos. **The class teacher will ensure that the system is clearly identified and displayed next to the class charter so that all adults and children within the class have a clear understanding about how to apply it to ensure consistency.**

Rewards and Consequences

Rewards

It is vital to recognise achievement – both behavioural and academic. We celebrate good work, good behaviour, good attitudes and individual effort at school. We encourage children to always try their best and we aim to encourage each child's self-discipline through positive praise and rewards. Although we understand, accept and use tangible rewards, it is our intention to make children independently able to manage their own behaviour and take responsibility for their actions. The ultimate aim is self-discipline with an increasing moral understanding of how their behaviour impacts in a positive or negative way on those around them.

Habits of Mind



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In line with our on-going development as a National Thinking School, the main reward element of our behaviour reward system links to The 16 Habits of Mind, identified by Art Costa as the behaviours most frequently used by successful people. These habits help all of us develop into thoughtful, compassionate, and cooperative learners who can thrive in school and the outside world.

We focus on six Habits of Mind each year which are chosen by the children, parents and staff. These habits are shared and discussed with the children in assemblies, in class and by all staff as part of our day to day experience. Children can be awarded HOM tokens by any member of staff when they are seen displaying a specific behavior. This may be given verbally or written down and will then be transferred onto the class Habits of Mind Record Sheet that is displayed in every room. **Class teachers will identify and display the system in place for ensuring HOM tokens are recorded on at least a weekly basis next to this display.** The general expectation is that children will achieve 10 tokens in each area within each school term, reaching 30 by the end of the year. See Rewards and Consequences section below for the rewards resulting from the collection of HOM tokens.

HOM tokens will be awarded by all staff in place of stickers – there may need to be additional agreed procedures around how tokens are recorded for specific children e.g. a child with additional needs returning from an intervention group may need their tokens recorded as soon as possible after their return to class.

Headteacher Award

A half termly award is given to up to three children in each class to recognise continuous good work and behaviour, positive attitudes to learning, kindness and consideration towards others and/or improvements in all areas of learning. This is not intended to be a reward that everyone receives across the year but one that recognises those children whose behaviour is exemplary at all times.

Children will nominate which of their class mates have modelled exemplary behaviour over the half term and class teachers will facilitate a discussion with the children before making their final decision. The same child can receive the award more than once across the year however, a child who has had a behaviour log during that half term cannot be nominated until next half term, as long as their behaviour choices have improved and there have been no further logs.

Awards

- Children will be given a Headteacher Award sticker and certificate in the final phase assembly of the half term, usually by the Phase Leader.
- All children given a Headteacher award will meet with Lisa Francis at the end of the half term for an exclusive celebration.
- There will be a corridor display for children from Year 1 to Year 6 along the corridor outside the hall. Nursery will have their own display in their corridor so that it is accessible to the children and parents.
- A Headteacher award page will be set up on the achievement section of the website.

Responsibilities

- Class teachers will write out the certificates and give them to the phase leader prior to the assembly.
- The receipt of the award will be recorded on SIMs by the class teacher.
- Phase Leaders will arrange for photographs of the children to be taken during the assembly and will ask the relevant year group website lead to upload onto the relevant page of the website (where permission has been given for this).
- The phase leader or nominated person will email names, photographs and any other information to Louise H who will send a personal text to each parent and add it to the half termly achievements newsletter.
- It is a shared responsibility of each phase to print off photographs and amend the corridor display.



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The House Point System

The house system operates consistently throughout the school and is designed to promote collaboration and collective achievement amongst staff, parents and children of all ages. It also allows for a healthy measure of good hearted competition.

- Children and staff are allocated to one of four houses as part of the admissions/induction process.
- The Headteacher and Deputy Headteacher are not allocated to a house in order to ensure impartiality.
- Each house earns points via collective achievement such as best attendance or sports day performance.
- Additional opportunities to earn house points are provided across the year such as an Easter Egg hunt, staff competitions, completion of the parent questionnaire and donations of jam jars for the summer fair.
- Points are tallied and displayed in the school hall and on the home page of the website.
- The house with the most points at the end of each term receives a reward.
- The house with most points at the end of the year receives an even bigger reward.

Whole Class/Group Intervention reward system (Optional)

In some classes/groups the teacher/teaching assistant may use a group system to encourage on-task behaviour. The focus will be agreed by each individual class/group. The aim is to encourage collaboration and help children to understand the concept of collective responsibility. This system should be used to promote positive behaviours during the school day such as lining up and moving around the school silently, ensuring transitions between lessons are smooth and quick or getting ready to go home at the end of the day.

A proposed system and reward will be discussed with the Phase Leader before it is introduced to the children to ensure it fits with our overall school ethos. An agreed behavioural target will be set (it is often most effective if children identify these themselves) and promoted through, for example, beads in a jar with an agreed class/group reward once achieved. Adults can frequently and easily reward desired behaviour. Once **25** marbles (or equivalent) have been collected, the class earns a group reward. The group reward should be suggested and voted on by the class (democracy and individual liberty addressed as supportive of British values). The reward agreed will be proportionate e.g. extra playtime, watching a section of a movie over time, extra ICT time, free choice reading or team building games.

The system works best when used consistently, and when children and all adults understand the expectations and what behaviours earn rewards. **The class teacher will ensure that the identified behaviour is clearly identified and displayed in each classroom, such as a 'Y' chart (what it would look like, feel like and sound like' if this target was being met/ followed well) so that all adults can support the system consistently.**

The marbles/alternative reward should never be taken out of the jar. If the children do not meet target, they simply don't earn the reward. Once habits have been formed, if necessary, a new target can be set although some may need revisiting.

Stickers

On occasion a member of staff may wish to reward a child with a sticker. Where this does occur this will **complement** the main school focus on awarding HOMs.

Consequences

The school recognises the importance of a consistent and clear approach to managing behaviour. Consequences for inappropriate behaviour are fair and related to the behaviour. **The language used ensures that children know it is the behaviour that is inappropriate, not the child themselves.** They do not work in isolation and must be balanced with positive support. Consequences must be appropriate for the individual and wherever necessary personalised to take account of individual needs. They must never be physically or psychologically harmful. Where the behaviour is related to a peer or an adult the children is expected to try to restore good relations as



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soon as possible. Children are supported in this process should they need to be and the reparation process is modelled by adults.

Each child will make a fresh start each day unless the behaviour/s have been persistent or extreme.

The following guidelines are for all staff and will apply to all aspects of school life and should be maintained by everyone in order to ensure a consistent approach. The stepped system is designed to allow pupils time to change their behaviour in a positive way.

Rewards and Consequences

Foundation Stage

The Foundation stage have incorporated the whole school Habits of Mind focus into their existing You Can Do It system to ensure the children are able to access it at an appropriate level.

Rewards	Consequences (Sanctions)
1. Non-verbal praise (e.g. thumbs up)	1. Teacher will focus on the positive behaviour of others in the class to encourage those that are displaying the inappropriate behaviour.
2. Verbal Praise/Positive Words linked to a You Can Do It and/or the class charter.	2. A look to remind of appropriate behaviour in a positive way (non-verbal)
3. Peer Group Praise (Class or Assembly)	3. A look and verbal reminder of appropriate behaviour/warning of consequence.
4. HOM Token to be added next to reward chart linked to relevant habit. (To give a sticker is optional)	4. Child given choices to correct inappropriate behaviour (ie a positive choice and consequence vs a negative choice and consequence)
4a. Cumulative HOM tokens to be rewarded as follows: 10 tokens = badge given in assembly 10 tokens in every area = medal 20 tokens = certificate given in assembly 20 tokens in every area = postcard sent home 30 tokens in one area = bear 30 tokens in all areas = You Can Do It! award	5. Time out to think about what they've done and how they could have achieved in a positive way, followed up with a discussion with an adult.
5. Sent to share good news with another adult or senior leader.	6. Extreme or persistent negative behaviour should be recorded and discussed with parents/carers and may lead to the introduction of an 'Individual Behaviour Plan' for the child.
6. Whole Class reward system agreed by each individual class	7. Inform Key Stage leader or Assistant Head
	8. Involvement of Deputy Head Teacher or Head Teacher
	9. Continual disruptive behaviour will lead to a formal exclusion



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Note: A child cannot lose a reward once it has been awarded.

Key Stage One and Two

Rewards	Consequences (Sanctions)
1. Non-verbal praise (e.g. thumbs up)	1. Teacher will focus on the positive behaviour of others in the class to encourage those that are displaying the inappropriate behaviour.
2. Verbal Praise (Positive Words) linked to a Habit of Mind and/or the class charter.	2. A look to remind of appropriate behaviour in a positive way (non-verbal)
3. Written Praise linked to a Habit of Mind and/or the class charter. <i>(If using a tiered system to support the class charter the child can be moved along/up)</i>	3. A look and verbal reminder of appropriate behaviour/warning of consequence. <i>(If using a tiered system to support the class charter, the child can be moved down/a little behind the rest of the class to indicate that they need to think more carefully about the choices they are making and work harder to meet the agreed expectations.)</i>
4. HOM Token to be added to relevant habit. (To give a sticker is optional)	4. Child given choices to correct inappropriate behaviour (i.e. a positive choice and consequence vs a negative choice and consequence)
4a. Cumulative HOM tokens to be rewarded as follows: 10 tokens = badge given in assembly 10 tokens in every habit = postcard sent home 20 tokens = certificate given in assembly 20 tokens in every area = share a special time with the Head teacher (invitation sent home) 30 tokens in one area = wristband 30 tokens in all areas = Habit of Mind award	5. If inappropriate behaviour continues: <ul style="list-style-type: none"> a. Child is moved to a different place in the classroom in order to re-engage with the learning. b. Time out in class to think about what they've done and how they could have achieved in a positive way, followed up with a discussion with an adult. <i>(If using a tiered system to support that class charter, in exceptional cases, children may be moved down again/much further behind which will indicate that a consequence will be invoked if their current misbehaviour continues.)</i> c. Child misses some or all of playtime or lunchtime (to include discussion around how to



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	<p>make positive behaviour choices)</p> <p>d. Time out in another class.</p> <p>e. Time out at playtime or lunchtime</p> <p>f. Withdrawal of privilege/loss of responsibility</p> <p>If inappropriate behaviour results in unfinished work or the need to rectify a problem, this will be completed during children's own time e.g. playtimes, lunchtimes etc.</p>
5. Peer Group Praise (Class or Assembly) <i>(If using 'Star of the Week' or equivalent system, children are awarded this tribute.)</i> <i>(If using a tiered system to support that class charter, move up again/ further towards the goal so that child is clearly 'ahead of the pack'.)</i>	6. Extreme or persistent negative behaviour should be recorded and discussed with parents/carers and may lead to the introduction of an 'Individual Behaviour Plan' for the child.
6. Sent to share good news with another adult or senior leader.	7. Inform Key Stage leader or Assistant Head. Discussion with parents.
7. Whole Class reward system agreed by each individual class	8. Involvement of Deputy Head Teacher or Head Teacher. Formal meeting with parents.
8. Headteacher Award	9. Continual disruptive behaviour will lead to a formal exclusion

- **Incidents involving misbehaviour should be dealt with during the children's own time** (such as playtime and lunchtime) in order to minimise disruption to learning.
- **Teachers are expected to carry out a full investigation into the incident** – this should not be left for the Headteacher or Phase Leader to do. Rather they should be informed of the outcome of the investigation and they would be involved in a discussion with pupils and/or parents and working alongside class teachers on deciding on appropriate sanctions.
- **Consequences will be supervised by the adult who issued the warning.**
- **Physical aggression and inappropriate language will result in a loss of child's own time** (playtime or lunchtime, the amount of time will be linked specifically to the behaviour/s made) and extreme behaviours such as verbal abuse, physical violence, racist comments and/or inappropriate comments to peers or adults may mean that a child moves straight to step 6 for all key stages.
- If there is a very serious incident, including any kind of racist incident (whether or not the incident was intentionally racist) the Deputy Headteacher, Headteacher should be involved immediately.
- **A child cannot lose a reward once it has been awarded.**
- In exceptional circumstances achievements will be shared with the school community via the school newsletter, website or in assembly where a child, group or class is singled out as role models.

Lunch Time and Play Time

On the playground we expect the same high standard of behaviour as in the school building. Rewards will be given out as per the guidelines above. Any incidents of bad behaviour should be dealt with by the MPL and recorded in their log book. The carbon copy record of this incident should then be passed onto the relevant class teacher, who will then enter this information on to SIMs where deemed necessary. This also ensures that teachers are aware of what has taken place and can inform parents if need be and answer any parental queries regarding lunchtime incidents. The logs will be inputted onto SIMs by the class teacher and monitored by Phase Leaders and the Assistant Headteachers.



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If the behaviour is of a more serious nature, the child should be referred to the senior MPL who will decide if immediate action or further referral to a member of staff should be made and the MPL should then complete a blue behaviour form as per the guidelines above.

Again, the school operates a stepped system that allows children to correct any mild negative behaviour. As such, prior to having their name and behaviour recorded on the MPL log:

- Child is given a warning and the reason explained.
- Child is asked to play in a different part of the playground or away from a certain person.
- Time Out will be given – the child will stand in a specified spot for 5 minutes to consider how to change the behaviour.

MPL are fully supported in managing behaviour by the Senior MPL and the SLT member on duty each day.

Recording and Monitoring Behaviour Incidents

Recording Minor Behaviour Incidents

All staff are responsible for recording minor incidents of misbehaviour directly onto SIMs. This should be filled in by any member of staff dealing with the incident and then shared with the class teacher if the class teacher is not the person dealing with the behaviour. Midday play leaders have their own incident log books with tear out sheets that are given to the class teacher and discussed verbally with class teachers as appropriate. This will enable the class teacher to monitor how often such incidents occur and to look for any patterns that may cause concern. If identified these should be shared with the Phase leader, Deputy Headteacher or Headteacher as appropriate.

Should any name be logged regularly, sanctions will be agreed in consultation with the class teacher and senior leadership team. Parents will be informed of the agreed sanction by letter. This may include the introduction of an Individual Behaviour Plan.

Recording Serious Behaviour Incidents

The children involved in incidents of serious misbehaviour (physical or verbal abuse) are asked to fill in a reflection (Thinking Hats) form (with adult support if necessary) and blue behaviour forms are to be completed by the member of staff who has observed/initially dealt with the incident. Both sets of forms should then be shared immediately with the child/ren's class teacher/s, who will then share these with the Phase Leader for information and/or shared action. Any member of staff, either class teacher or phase leader, who deals with an incident will inform the Deputy Headteacher and Headteacher on the same day. Forms should be kept by the class teacher and copies given to the Inclusion Officer who records incidents on to SIMs.

Forms are kept in the staffroom, outside the Headteachers office and outside the SEN office. An electronic copy can be found on the staff shared network in the Behaviour Folder.

Informing Parents

It is initially the class teachers responsibility to inform parents about all behaviour concerns that may occur. Parents of children who have been hurt as a result of an incident should also be informed. Wherever possible parents should be told before the child goes home in order that they hear first from the school. This is really important in order to maintain good communication and relationships with parents.

All contact with parents in relation to incidents should also be recorded on the blue Behaviour form (this can be added afterwards as required) in order that any follow-up which may be necessary with parents is carried out in an informed manner.



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Persistent Incidents or Incidents of a Serious Nature

Incidents of a serious nature (e.g. aggression, violence, racism, illegal activity) will bypass the above system and will immediately be referred to and dealt with by the relevant phase leader, the Deputy head Teacher or Head Teacher as appropriate.

Managing persistent or extreme behaviour concerns will involve senior leaders and/or the Head Teacher, and other relevant school staff working closely with the child and parents to address and resolve the inappropriate behaviour. If necessary, an 'Individual Behaviour Plan' will be formed and this will involve specific rewards and sanctions, as governed by the plan.

In some circumstances this may lead to a fixed term or permanent exclusion (see below) and/or the police and social services may be informed.

Fixed-term and permanent exclusions

We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude.

The school follows the national Exclusions Guidance, published by the DFE and has regard to the standard national list of reasons for exclusion (appendix 3). We review the policy in light of any legislative changes which come into effect.

Currently, schools and local authorities must make full-time educational provision for excluded pupils from day 6 of their exclusion. Parents and carers must ensure their child is not present in a public place during the first five days of exclusion, and head teachers have a duty to offer the parents or carers a reintegration interview in respect of certain fixed-period exclusions.

Special Educational Needs

At Hillcross Primary School we recognise that some children may during their time at school display an emotional and/or behavioural need. Our aim is to support these children within our positive approach to behaviour management. Children who are regularly breaching the boundaries are identified and their needs are discussed with the Special Educational Needs Co-ordinator (SENCO) or Inclusion Manager and class teacher.

When a child is on the Special Educational Needs register for specific behavioural difficulties, they will have an Individual behaviour plan which will detail the procedure for dealing with that child and may differ to the whole school approach. The alternative procedure will be formed in agreement with the child, their parents and the relevant school staff. The procedure will be clearly explained to all those who might have contact with the child in school.

Monitoring and review

Patterns of behaviour are regularly analysed by the deputy head teacher.

The head teacher monitors the effectiveness of this policy on a regular basis and reports to the governing body on a termly basis.

Equality Impact Assessment



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Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We are committed to treating all pupils fairly and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any member of the school community and it helps to promote equality and accessibility at our school. The curriculum is planned to be inclusive and meet the needs and interests of a full range of learners. Activities and resources will be differentiated and adult support used to ensure that children access the curriculum and make the best possible progress.

Safeguarding Commitment

The school is committed to safeguarding and promoting the welfare of children, in line with Keeping Children Safe in Education 2016, and expects all staff and volunteers to share this commitment. We take seriously our duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. We work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is recognised as a specific safeguarding issue and is addressed in line with the Government Prevent Strategy and The Counter-Terrorism and Security Act 2015.

Monitoring and Evaluation

Written and approved: June 15

Reviewed: November 2016

Date of next review: Autumn 2018

Appendix 1 - Roles and Responsibilities

Responsibilities of Children

- To work to the best of their abilities and to allow others to do the same
- To treat others with respect at all times, taking care of property and the environment
- To cooperate with children and adults in all aspects of school life
- To help formulate and comply with the classroom rules
- To share in celebrating the achievements of all members of the school

The role of all staff

- It is the responsibility of all staff to ensure that the school rules are enforced throughout the school both in and out of class.
- All staff have high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability.



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- All staff enforce behaviour expectations consistently, treating each child fairly, with respect and understanding.
- All members of staff deal with incidents themselves in the normal manner. However, if misbehaviour continues, they will seek help and advice from the class teacher, phase leader or senior leader as appropriate.

Class Teachers/Teaching Assistants (TA)/ Learning Support Assistants (LSA)

- Where external support agencies are involved in meeting the needs of a particular child, the relevant member/s of staff (as directed by the school's Special Educational Needs Co-ordinator - SENCO) liaise and work co-operatively with those agencies, as necessary, to support and guide the progress of the child. For example, they may discuss the needs of a child with the education social worker or the LA's behaviour support service.
- The class teacher (or other identified member of staff e.g. the child's LSA) reports to parents and carers on the personal and social development of each child in their class, in line with whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Head Teacher/Senior Leaders

- It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.
- The head teacher supports the staff to implement the policy, by setting the standards of behaviour, and by supporting staff in applying the policy consistently.
- The head teacher or identified School Leaders keep records of all reported serious incidents of misbehaviour.
- The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents and carers

Our school requests that parents and carers enter into a Home-School Agreement with the school, agreeing to work in partnership with the school to promote good behaviour, to take steps to discourage poor behaviour, to reinforce the school rules and to support the school when sanctions need to be used with a child. The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in this policy and on the school website, and we expect parents and carers to understand and support them.

We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact the relevant phase leader to discuss the issues involved. If parents or carers wish to complain further about actions taken by the school, they should make an appointment to see the Head Teacher. If the concerns remain they may contact the Chair of the Governing Body, in accordance with the school's Complaints Policy.

The role of governors



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The governing body has the responsibility for agreeing as policy these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.

The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Appendix 2 - The importance of Positive Behaviour Management

Behaviours which may signify emotional and behavioural difficulties

There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

The most important cause of behavioural difficulties – Limited Self-Esteem

The most important cause of behavioural difficulties in children is their limited self –esteem. Children often have



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life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break. Pupils with low self-esteem may display their insecurities by

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experience difficulties in making friends.

Dealing with emotional and behavioural difficulties in school

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour/celebrating achievements by giving pupils time, approval and attention is likely to have a positive influence on their development within and beyond their school years.

TEN SIMPLE GUIDELINES FOR POSITIVE BEHAVIOUR MANAGEMENT

1. Establish a friendly, positive, supportive relationship with the pupils in your care.
2. Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.
3. As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
4. Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behaviour before discipline is needed.
5. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
6. Know what sanctions you can use, but try to avoid using them – especially if a quiet word or reminder will do.
7. Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
8. Avoid telling a pupil off in public.
9. Avoid the use of sanctions when support strategies will suffice.
10. Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

Appendix 3: National standard list of reasons for exclusions

Source: <http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/datacollection/annexb/>

This list provides descriptors of reasons for exclusions and the main reason for exclusion should be used on the electronic reporting form. The 12 categories should cover the main reasons for exclusions and the 'other'



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category should be used sparingly. The further detail suggesting what the descriptors cover should be used as a guide and this list is not intended to be used as a tick-list for exclusions.

Physical Assault Against Pupil (PP)

Includes:

- Fighting
- Violent behaviour
- Wounding
- Obstruction and jostling

Physical Assault Against Adult (PA)

Includes:

- Violent behaviour
- Wounding
- Obstruction and jostling

Verbal Abuse / Threatening Behaviour Against Pupil (VP)

Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

Verbal Abuse / Threatening Behaviour Against Adult (VA)

Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

Bullying (BU)

Includes:

- Verbal bullying
- Physical bullying
- Homophobic bullying
- Racist bullying



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Racist Abuse (RA)

Includes:

- Racist taunting and harassment
- Derogatory racist statements
- Swearing that can be attributed to racist characteristics
- Racist bullying
- Racist graffiti

Sexual Misconduct (SM)

Includes:

- Sexual abuse
- Sexual assault
- Sexual harassment
- Lewd behaviour
- Sexual bullying
- Sexual graffiti

Drug and Alcohol Related (DA)

Includes:

- Possession of illegal drugs
- Inappropriate use of prescribed drugs
- Drug dealing
- Smoking
- Alcohol abuse
- Substance abuse

Damage (DM)

Includes damage to school or personal property belonging to any member of the school community:

- Vandalism
- Arson
- Graffiti

Theft (TH)

Includes:

- Stealing school property
- Stealing personal property (pupil or adult)
- Stealing from local shops on a school outing
- Selling and dealing in stolen property

Persistent Disruptive Behaviour (DB)

Includes:

- Challenging behaviour
- Disobedience
- Persistent violation of school rules

Other

Includes incidents which are not covered by the categories above, but this category should be used sparingly