



Hillcross Primary School

# Behaviour Policy (Child Version)

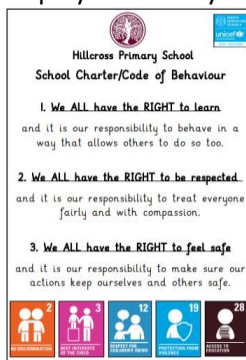
## Aims & Values

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 expect high standards of behaviour from everyone within the Hillcross Primary School community. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.

We strongly believe in promoting good behaviour through an ethos of kindness and cooperation. When things go wrong, as they sometimes do, we apply a restorative approach where the aim is to repair and improve behaviour choices. Children are encouraged to take responsibility for their behaviour as well as for their learning.

## School Charter (Rules)/Code of Behaviour

[Click here](#) for the poster of school rules that is displayed in every classroom and around the school.



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 agreed and shared as appropriate.

## Team Charter (Rules)

At the beginning of each school year, a class charter is created and agreed by the children and staff within each team, based around the whole school expectations and UN Conventions of the Rights of the Child. It highlights the expectations and responsibilities of the children (as rights holders) and those of the adults (as duty bearers). These expectations (rules) are clearly displayed in the classroom and reviewed as necessary.

## Supporting Positive Behaviour Choices

1. **Developing relationships**- if we have positive relationships and interactions with others (and feel valued) we may be less inclined to present inappropriate and unsafe behaviours.
2. **A focused learning atmosphere**- there are clear and consistent learning expectations and routines, both in and out of class, for children to follow.
3. All members of our community **consistently promote high expectations** of each other.
4. **PSHE Curriculum** - children will learn about relationships, health and wellbeing, and living in the wider world, addressing positive and negative behaviours and linking to equality.
5. **Emotional Intelligence Programme (EIP) and Zones of Regulation (ZOR)** - we teach children to recognise their own emotions, the emotions of others and to develop ways to deal with these emotions in a way that



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prevents them from displaying inappropriate behaviours. Understanding ZOR helps children who find it particularly challenging to regulate their emotions.

- Philosophy for Children (P4C)** - develops skills of collaboration and the understanding of others' views and opinions and dealing with these respectfully.
- Specialist Support** - some children, at certain times in their life, may require additional support to make the right behavioural choices due to difficulties they are experiencing or as a result of additional needs they may have. There are lots of ways we can help or ask other people to help and children are encouraged to speak to a trusted adult at school (or home) who can speak to a member of the senior leadership team.

### Intrinsic (natural) Motivation

At Hillcross, we celebrate good work, behaviour and attitudes, as well as an individual's effort. We encourage all children to do their best through positive praise. This may be non-verbal e.g. thumbs up, verbal or written praise and this may be individual or relate to a group. Habits of Mind (HOMs) are referred to when giving meaningful praise in relation to all aspects of school life. Specific praise is given, so that it promotes and encourages positive behaviour and, so that children know exactly what they are being praised for. By removing extrinsic rewards (like stickers, extra play time or badges), children become more self-motivated.

Hillcross Primary School <i>Habits of Mind</i>			
 <b>Resilience</b> Bounce Back. Recover quickly after facing a challenge.	 <b>Persisting</b> Stick to it! Persevere in tasks through to completion, remaining focused. Looking for ways to reach your goal when stuck. Not giving up.	 <b>Managing Impulsivity</b> Take your time! Thinking before acting, remaining calm, thoughtful and deliberative.	 <b>Listening with understanding and empathy</b> Understand others! Directing mental energy to another person's thoughts and ideas. Make an effort to perceive another's point of view and emotions.
 <b>Thinking about your thinking (Metacognition)</b> Know your knowledge! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.	 <b>Striving for accuracy</b> Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.	 <b>Questioning and problem posing</b> How do you know? Having a questioning attitude, knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.	 <b>Applying past knowledge to new situations</b> Use what you learn! Accessing prior knowledge, transferring knowledge beyond the situation in which it was learned.
 <b>Thinking &amp; communicating with clarity and precision</b> Be clear! Speak or accurate communication in both written and oral form, avoiding over-generalisations, distortions, omissions and exaggerations.	 <b>Gather data through all senses</b> Use your natural pathways! Pay attention to the world around you. Gather data through all the senses: taste, touch, smell, hearing and sight.	 <b>Creating, imagining, and innovating</b> Try a different way! Generating new and novel ideas, fluency, originality.	 <b>Responding with wonderment and awe</b> Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.
 <b>Taking responsible risks</b> Venture out! Being adventurous, living on the edge of one's competence. Try new things confidently.	 <b>Finding humor</b> Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.	 <b>Thinking interdependently</b> Work together! Being able to work in and learn from others in reciprocal situations. Team work.	 <b>Remaining open to continuous learning</b> Learn from experience! Having humility and pride when admitting we don't know, seeking consistency.

### Sharing good news

Where children have achieved specific success either in or out of school, this may be shared with other members of the school community. This may be with their team, their year group/phase, whole school, via X (formally known as Twitter) a specific adult in school or a senior leader.

### Celebrating Exceptional Achievements

In exceptional circumstances, achievements related to positive behaviour choices will be shared with the school community via the school newsletter, website or in collective worship where a child, group or class is singled out as role models. For example: a child/ group being rewarded the RESPECT award at a school competition or recognition from a member of the community for an act which displays our school values.

### Headteacher Lottery

Each week, two children from each team who have: consistently demonstrated the Hillcross Values and positive behaviours, worked exceptionally hard, overcome a particular barrier or who have carried out a specific good deed will be entered into the Headteacher Lottery. Children's names will be randomly selected for specific praise from the Headteacher and at the end of each term, two children from each team will be selected to attend a Headteacher Lottery Party.

### The House Point System



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- Children and staff are allocated to one of four houses when they join the school - the Headteacher and non-class based Senior Leaders are not allocated to a house in order to ensure fairness.
- 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 questionnaires and donations such as jam jars for the summer fair, clothes collections for charities etc.
- Points are tallied and displayed in school and on the homepage of the website.

### **Rewards**

We sometimes use physical rewards but encourage children to independently manage their own behaviour and take responsibility for their actions without external motivation. We help children develop self-discipline and a good moral understanding of how their behaviour (positive or negative ) impacts on those around them.

### **(Levels of) Consequences**

We know that children will sometimes make inappropriate choices or have difficulty regulating their behaviour. At Hillcross, we recognise the importance of a consistent, clear and fair approach to managing behaviour, as well as the need to take context into account. Therefore, whilst we have a system of consequences linked to certain inappropriate behaviours (see below), consequences given will relate not only to the inappropriate behaviour demonstrated, but to the specific circumstances of each situation.

- Behaviour concerns will be discussed and investigated during the children's own time (such as playtime and lunchtime) in order to minimise disruption to learning.
- A full investigation will be carried out.
- All parties involved will be given the opportunity to provide their point of view and explain what happened, so that a true reflection of an incident can be gained.
- All possible behaviour that may require a Level 3 consequence including any kind of racism, homophobia or bullying (whether or not this was intentionally racist or homophobic) must be referred to a member of SLT immediately, so that they can investigate further.
- Play fighting is deemed a Level 3 behaviour and is not allowed at Hillcross. The reason for this is that play fighting typically involves physical aggression and usually results in someone getting hurt. Although there may be no intent to hurt someone, inevitably someone does, and this then escalates and often leads to children intentionally hurting each other.
- Reports of bullying will be dealt with in accordance with the [Anti-Bullying Policy](#).



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Level of Consequence	Possible Consequences
1	<ul style="list-style-type: none"> <li>➤ Child given choices to correct inappropriate behaviour (i.e. a positive choice vs a negative choice and consequence). E.g. Sitting sensibly and listening OR working with the adult when everybody goes out for lunch.</li> <li>➤ Given time out in class to think about what they've done.</li> <li>➤ Moved to a different place in the classroom.</li> </ul>
2	<ul style="list-style-type: none"> <li>➤ Given time out in class to think about what they've done</li> <li>➤ Moved to a different place in the classroom</li> <li>➤ Withdrawal of privilege/loss of responsibility in class</li> <li>➤ Miss all or part of playtime or lunchtime with a designated member of staff or SLT.</li> <li>➤ Time out in another class (with Phase Leader/SLT teacher)</li> <li>➤ Class teacher Check-in</li> </ul>



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- Miss all or part of playtime or lunchtime with SLT
- Time out in another class (with Phase Leader/SLT teacher)
- Class teacher Check-in
- Phase Leader Check-in
- SLT Check-in.
- SLT Meeting with child and family.
- Withdrawal of privilege/loss of responsibility wider school.
- Pastoral Support.
- Involvement of Outside Agency.
- Internal exclusion.
- Fixed-term Exclusion.

### Check-in

This is a supportive measure which enables children who persistently engage in disruptive or unsafe behaviour to be supported by an adult to regularly reflect on and take responsibility for their words and actions in order to improve their behaviour. Children are also supported in identifying strategies which will help them to make the right choices in the future. The aim of check-in is to build their self-esteem, confidence and ability to self-regulate.

Children on Check-in will use a weekly chart to record their progress. The chart will clearly identify no more than 3 targets which are directly linked to the behaviours which are causing most concern. If possible, success criteria will be provided, so that everyone has a clear understanding of expectations.

Children will check-in with the agreed adult at specified times of the day. This will usually be before break, before lunch and at home time, unless otherwise agreed. Where possible, adults working in class (or outside) with the child will take time to discuss the reasons for the code given, prior to them going to see the agreed member of staff, so that they are able to engage in meaningful discussion and reflection.

If a child has an unhappy face (EYFS and Phase 1) or 0,1 or 2 (KS2), they will be kept in for part or all of their break or lunchtime as a consequence, the time being used for supported reflection. This is however at the discretion of the person who is leading check in. They might not deem it necessary to award a consequence for a specific reason, but generally time will be spent discussing the behaviour and how to repair.

### The Importance of Reporting

It is important that you report anything that causes you, or someone else, harm or to feel uncomfortable or upset. Calling out inappropriate behaviour benefits everyone, including:

- yourself: by stopping the problem and getting the help and support you need
- other people: by preventing it happening to someone else
- the person behaving inappropriately: by helping them to recognise and find ways to stop the problematic behaviour.

At Hillcross, all children and staff MUST call out unacceptable behaviour and have a 'zero-tolerance' approach.

**Stand up! Speak Up! Report!**

### Equality and Reasonable Adjustments

We treat all children fairly and apply this behaviour policy in a consistent way, regardless of race, gender, age or ability (or any of the other protected characteristics). We are a Silver Rights Respecting School and as **Article 28**



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(Right to Education) of the UNCRC states: *'Every child has the right to an education... Discipline in schools must respect children's dignity and their rights.'*

Children and staff understand that whilst we will always deal appropriately with inappropriate behaviour, it is important to act with empathy and find out what is causing the child to behave in this manner. It is only then that we can help each other to solve their behavioural challenges.

Because we are an inclusive school, and endeavour to meet the needs of all children (including those with emotional and behavioural difficulties), we will always make reasonable adjustments to support individual pupils' additional needs. This may include: a reward chart, a Learning Agreement or Class Teacher/Phase Leader/SLT Check-In (see above).

### **Monitoring and Evaluation**

Based on Whole School Behaviour Policy

**Reviewed by Equality and Wellbeing Committee:** September 2024

**Date of next review:** September 2025