



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 to 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.

We support Article 29 (UN Convention on the Rights of the Child) therefore any behaviour which 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. We recognise that whilst all pupils will benefit from a clear structure for behaviour, some pupils will require a more personalised approach. We will make all reasonable adjustments to support pupils' additional needs to reduce the likelihood of high-risk behaviours. We have a separate **Positive Behaviour Support Policy** which outlines how we support staff to manage high risk incidents and how we promote positive relationships at school between staff and pupils.

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



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- 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)

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 'Habits of Mind', Rights and Responsibilities and the school and class charters. These are discussed, developed and agreed by all members of the school community.
- These codes are clearly displayed in the classrooms and around the school in written and visual formats.
- References are routinely made to these and their underlying purposes, 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.



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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.

(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 and ensure 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, motivated and exposed to high quality first teaching. This includes using and applying a range of thinking tools to support and challenge each child's development and provide them with the skills to make positive choices ongoing. High expectations from staff and meaningful, relevant learning experiences are carefully matched to the varying needs of every child. Additionally, we create a positive school environment and promote 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 more enthusiastically in the challenges of learning and take more risks. A child who has positive relationships and interactions with others may be less inclined to present 'unwanted behaviours' and follow the behaviour code in place.

A focused learning atmosphere that reduces the opportunity for inappropriate behaviour is created in a range of ways. Positive rewards such: Habits of Mind tokens, head teacher awards and visiting other staff members to celebrate successes are just some of the ways in which we at Hillcross encourage positive behaviours and choices.



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There are explicit and consistent routines both in and out of class for children to follow; these encourage independence and reduce the need for calling out or distracting others. Children are involved in establishing and managing rules, routines as well as the environment as this enables children to have ownership of these and behave accordingly.

All staff consistently promote 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:

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. It promotes the 4 C's: Creative, Collaborative, Creative and Caring.

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. These habits promote skills such as: managing impulsivities, listening with understanding and empathy and thinking and communicating with clarity and precision amongst others. Please see appendix X for an overview of the 16 Habits.

PSHE Curriculum - this curriculum reinforces the following themes throughout the year and within all year groups: health and wellbeing, relationships and living in the wider world. This programme of study supports teachers in planning high quality, regular PSHE which addresses positive and negative behaviours as well as the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education. This document (SRE) is currently being finalised and is addressed in our curriculum.

Specialist Support - some children, at certain times in their life, require additional support to make the right behavioural choices. Hillcross has a positive nurturing approach, and if and when needed, supports children in smaller group or on a 1:1 basis. In addition to this, we have qualified Emotional Literacy Support Assistants (ELSAs) to support these children. All staff also receive regular training around our agreed procedures for de-escalating potentially volatile situations and are currently being trained on 'Nurturing Positive Attachments' which will benefit affected children and the management of their negative behaviours.

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.

From January 2019, this will link closely to children's rights-**Article 28** (right to education)
'Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. **Discipline in schools must respect children's dignity and their rights.**



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Richer countries must help poorer countries achieve this. You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.'

The class charter will be supported by a class monitoring/review system and behaviours which do not meet expectations will be logged on SIMS or recorded on a blue monitoring form. 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. However, systems must first be discussed with Phase Leaders before introducing these to their class 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

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. There may need to be additional agreed procedures around how tokens are recorded for specific children e.g. due to their needs and to ensure there is consistency in approach. I.e. if a child is being monitored for behavior (using a positive behaviour chart or check-in system, it is likely that they will not have as many HOMs as their peers to ensure this is a fair system).

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. When children achieve 10, 20 or 30 tokens for a specific habit, they are awarded with badges, certificates and wrist bands. See Rewards and Consequences section below for the rewards resulting from the collection of HOM tokens. Although awarding HOMs is the main reward given, stickers can be used alongside this to motivate children even further.

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. If this results in the same child being nominated and voted for every term, they should still be awarded this achievement as it reflects that these children always follow school and class rules and are a good role model to others. A child who has had a



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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.

This must be a democratic vote whereby children, alongside the teacher, will nominate class mates having modelled exemplary behaviour over the half term. The class teachers will facilitate a discussion as to whether this child should be one of the nominees or not based on behaviour overall. This should also include the nominees assessing their own behaviours and deciding whether or not they deserve to be a nominee.

Award

- Children will be given a Headteacher Award 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 Nursery to Year 6 close to the hall.
- 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.
- The class teacher will inform the Headteacher's PA who has been chosen for the award by completing the Headteacher Award Nominees form found in the Operational tab on the google Noticeboard. Class teachers must indicate if the child **does not** have permission for their photograph to go on the school website and indicate if the child has any food allergies.
- The Headteacher's PA will add the information to the half termly achievements newsletter, update the website and print off photographs to amend the corridor display.

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 questionnaires and donations such as jam jars for the summer fair, clothes collections for charities etc.
- 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/groups should be discussed with a SLT member before implementation. 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.



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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 linked to British values). The reward agreed will be proportionate e.g. extra playtime, watching a section of a movie, extra ICT time or team building games.

The system works best when used consistently, and when children and all adults understand the expectations and which 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 who work with the children 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. If this additional reward system is no longer needed, this should be explained to the class and the displays should be taken down.

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 inappropriate behaviour demonstrated. I.e. if a child has distracted others from learning and handed in incomplete work, they might not be able to go out for the following break or lunchtime to enable them to catch up with incomplete tasks. **The language used ensures that children know it is the behaviour that is inappropriate, not the child themselves.** Discussions and consequences must be balanced with a restorative approach, positive support and actions which could be taken. 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 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 , extreme or if the consequence could not be administered due to timings of the day and it needs to be carried over to the following day .

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	2. A look to remind of appropriate behaviour in a positive



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the class charter.	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 You Can Do It tokens to be rewarded as follows: <ul style="list-style-type: none"> • 10 tokens = badge given in assembly • 10 tokens in every area = medal • 20 tokens = certificate given in assembly • 20 tokens in every area = Celebration party with Lisa Francis • 30 tokens in one area = wristband • 30 tokens in all areas = 'You Can Do It!' bear 	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

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 = celebration with the Head teacher 30 tokens in one area = wristband 30 tokens in all areas = Habits of Mind trophy and star badge	5. If inappropriate behaviour continues: <ol 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 make positive behaviour choices)



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	<p>d. Time out in another class. e. Time out at playtime or lunchtime 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>
<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></p>	<p>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.</p>
<p>6. Sent to share good news with another adult or senior leader.</p>	<p>7. Inform Key Stage leader or Assistant Head. Discussion with parents.</p>
<p>7. Whole Class reward system agreed by each individual class</p>	<p>8. Involvement of Deputy Head Teacher or Head Teacher. Formal meeting with parents.</p>
<p>8. Headteacher Award</p>	<p>9. Continual disruptive behaviour will lead to a formal exclusion</p>

- If children have not followed the class and school rules, they should be dealt with during the children's own time (such as playtime and lunchtime) in order to minimise disruption to learning.
- **Staff are expected to carry out a full investigation into the incident** – this should not be left for the Headteacher, SLT or Phase Leader to do. Rather SLT should be informed of the outcome of the investigation (with the relevant forms filled in or incidents recorded on SIMs) and 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 child losing part or all of their following play or lunch time depending on the severity of the incident.** 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. Again this will be decided by an SLT member and the consequence will be shared with the child, and parent, if this is deemed necessary.
- If there is a very serious incident, including any kind of racist incident (whether or not the incident was intentionally racist) the Assistant Headteacher (Behaviour Lead), Deputy Headteacher or Headteacher should be informed immediately.
- **A child cannot lose a reward once it has been awarded.**
- In exceptional circumstances achievements (especially related to positive behaviour choices) 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 poor behaviour choices 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. This also ensures that teachers are aware of what has taken place and can inform parents if need be. This will also enable the class teacher to answer any parental queries regarding lunchtime incidents. These logs will be inputted onto SIMs by the MDL.

If a MDL is unsure if an incident is severe enough to be recorded on a blue form, advice can be taken from the senior MLP. The senior MPL can then decide if immediate action or further referral to a member of SLT should be made. All incidents need to be carefully investigated; all parties should be spoken to so that a true reflection of an incident can be gained. Every party should be (and feel) listened to, given the chance to provide their explanation



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and perspective and once a clear explanation or outcome is reached, this should then be recorded and/or reported accordingly.

If however, the incident is of a more serious nature (and again has been fully investigated) it must be written on a blue behaviour form which should then be handed to the relevant phase leader or SLT member when bringing a child in from the playground. In this instance, it is the responsibility of the class teacher to inform the parents of the children involved. In more complex cases, where the class teacher has less knowledge of the situation, the MPL who has dealt with the issue can be present when a meeting is held with a parents to discuss the incident and outcomes.

Behaviour is monitored closely by the Assistant Headteacher (behaviour lead) and phase leaders. Monthly reports are run to monitor and track specific individuals and gather data on which groups are to be supported or monitored more closely. 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. (This time is provided to calm the child down and for them to consider their actions, possible consequences it could have had on others and how to better these choices. It is not meant as a consequence or to belittle or degrade a child.)

MPLs are fully supported in managing behaviour by the Senior MPL and the SLT.

Recording and Monitoring Behaviour Incidents

Recording Minor Behaviour Incidents

All staff are responsible for recording minor incidents of misbehaviour directly onto SIMs. This can 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. This includes low level disruption, distracting others and possibly saying unkind things (not homophobic or racist as this is a serious incident). 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. These if deemed appropriate should be recorded on SIMs. There are times when these will only be logged in the MPL's book as they are tracking a child or group of children or as a precaution as their behaviour has been identified as a concern. This will enable the class teacher to monitor how often such incidents occur and to look for any patterns that may trigger these behaviours. If identified these should be shared with the Phase leader, Assistant Headteacher or Headteacher as appropriate.

Children with 3 or more logs up until spring and 5 or more logs from spring onwards will be monitored by phase leaders and the behaviour lead. Parents will be written to and invited to a meeting with the class teacher and phase lead to discuss positive strategies to support improved behaviour. If however, this meeting is deemed to be unnecessary as the child's behaviour has improved significantly over time or there has been significant stresses around the child and family, this can be discussed with the behaviour lead and other alternatives can be put into place. Supportive measures and sanctions will be agreed in consultation with the class teacher, behaviour lead and parents and where appropriate with the child (however these meetings will usually be held without the child present). A supportive measure could include the introduction of an Individual Behaviour Plan or Check-In. These encourage and reward positive behaviour and have shown good impact across the school.

Recording Serious Behaviour Incidents

Blue behaviour forms should log incidents of more serious misbehaviours such as: refusal (at a serious level), physical and or verbal abuse, homophobic or racist incidents, damage to property and offensive gestures. After



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fully investigating the incident, blue behaviour forms must be completed for each of the children who have made inappropriate choices. These can be photocopied but it should be evident who the form relates to. I.e. if 4 children were involved in a fight, you could record the information on one sheet, photocopy it 4 times, then highlight a name on each sheet so that their behaviour will be logged and filed. Sanctions should be filled in so it is clear what consequence has been given. This could be decided by the SLT member dealing with the situation but the consequence should be recorded once the situation has been dealt with as this needs to be recorded on SIMs. Where sanctions are different for the children involved in a specific incident, this too should be made evident and can include a reason for this. I.e. X was given an additional sanction as he did not take responsibility for his actions and did not tell the truth until spoken to by an SLT member. If a blue behaviour form is completed then the child needs to complete a reflection form linked to the Thinking Hats (with adult support if necessary). 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 a SLT member and then the class teacher so that it can be dealt with and resolved. Any member of staff, the class teacher, phase leader or SLT member, who deals with an incident, will inform the Deputy Headteacher and Headteacher on the same day. Copies of the form should be given to the admin team who records incidents on to SIMs.

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

Informing Parents

It is initially the class teacher's 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 or yellow Hillcross Note (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.

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, assistant headteacher, deputy headteacher 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' or Check-In will be initiated 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. Safeguarding is of utmost importance at Hillcross and where there are concerns raised about issues relating to this, action will be taken by the designated safeguarding leads in accordance with the Safeguarding Policy.

Persistent Challenging Behaviour

We recognise that positive relationships between staff and pupils is the key to promoting good behaviour and to avoid challenging behaviour. However, even in an inclusive school there may be occasions when a child's behaviour poses a risk to themselves or others. We have a **Positive Behaviour Support Policy** which outlines how



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we support staff to manage incidents and how we promote positive relationships at school between staff and pupils.

This policy aims to do the following:

- Ensure that all staff have a common understanding of behaviour as a form of communication and are supported to make sense of difficult or distressing behaviour.
- Ensure that all staff understand the importance and significance of touch in a school environment.
- Provide appropriate training to develop staff skills in de-escalation.
- Make sure that staff have a shared understanding of risk and know how to reduce risk in a school environment.
- Ensure all staff are aware of their legal duties and the legal framework underpinning the management of challenging behaviour.
- Support staff to manage their own emotions when managing challenging behaviour and providing support where required after an incident.
- Support children and young people to manage their own behaviour.

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. The headteacher or deputy headteacher will be involved in this process and at times might work more closely with a child if needed.

Monitoring and review

Patterns of behaviour are regularly analysed by the assistant headteacher (behaviour lead).

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



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Equality Impact Assessment

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 members of the school community 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 2018, 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.

Privacy Policy

Hillcross School is committed to ensuring protection of all personal information that we hold. We recognise our obligations under the GDPR and Data Protection act 2018. Our practice is documented in our Data Protection Policy.

Monitoring and Evaluation

Written and approved: June 2015

Reviewed: November 2018 (updated March 2019)

Date of next review: Autumn 2020



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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 has high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability.
- All staff enforces 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



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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

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.



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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 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.



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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' 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)



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Includes:

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

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:



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- 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