



HILLTOP

PRIMARY SCHOOL

Behaviour Policy

Key Document Details:

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Contents

- Statement of Equality.....3
- Purpose3
- Aims for behaviour3
- Expectations3
- Behaviour Management Strategies.....5
- Vulnerable children5
- Rewards.....6
- Sanctions7
- Confiscation of inappropriate items.....8
- Roles and Responsibilities9
 - The Role of the Headteacher9
 - The Role of the Parent9
 - The Role of the Governors9
- Bullying..... 10
- Suspensions and Permanent Exclusions..... 10
 - Permanent Exclusions 10
 - Suspension 10
- Monitoring 11
- Review..... 12
- Equality Impact Assessment..... 13



Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Purpose

When dealing with the behaviour of students at Hilltop Primary School, we aim to create a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared and consistent, and reflect Government legislation as represented in The Education Act 2002 (amended 2011); The Equality Act 2010; The Education and Inspection Act 2006; DFE Exclusion from Academies in England; The School Discipline (pupil exclusion and reviews) 2012; The Education Regulations 2017; The Human Rights Act 1998; and the Race Relations Act 1976 (amended 2000).

Aims for behaviour

- Teach respect for individuals and the understanding that we are all different;
- Ensure a consistent, positive approach to behaviour management throughout the school day;
- Provide students and staff with an environment that is suitable for learning;
- Ensure the social, emotional and learning needs are addressed appropriately;
- Establish clear procedures for dealing with and managing unacceptable behaviour
- Empower students so that they are able to self-manage their behaviour
- Prepare students for entry into the next phase of their education or employment or further education
- Praise and reward good work, positive behaviour and attitudes;
- Encourage the active and early involvement of parents in supporting positive behaviour;

Expectations

To ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on



mutual trust and respect for all. The behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

It aims to promote an environment where everyone feels happy, safe and secure. To promote an environment which encourages children to enjoy learning and become positive, responsible and increasingly independent members of the school community. To foster independent work habits, leading to increasingly focused self-assessment. To provide opportunities to receive a curriculum that suits every child's interests and abilities. Both staff and children within the school are made aware of their rights and the responsibilities that are associated with such rights.

| | |
|--|--|
| Right to an identity | Responsibility to respect other people's religion and culture, the way they dress and look and treat everyone equally. |
| Right to learn | Responsibility to try to come to school every day and always try our best. |
| Right to be safe | Responsibility to make sure our actions do not hurt ourselves or other people. |
| Right to express our opinions and to be heard | Responsibility to be brave and honest, listen to other people's ideas and opinions without being disrespectful. |
| Right to play | Responsibility to play games fairly and safely, include others and play with team spirit and good sportsmanship and look after equipment. |

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

When a teacher has concerns about the behaviour of the pupils in their class, they should first consider the following:

- Curriculum design and differentiation
- Challenging goals and feedback
- Parental/community involvement
- Safety of environment
- Classroom management

School staff should:

- Ignore secondary behaviours and prioritise primary behaviour need
- Stay with the facts



- Let children save face
- Use solution focussed questions
- Describe the problem and the consequence
- Consistently use the agreed behaviour management strategies

Behaviour Management Strategies

Children respond positively to praise and being noticed when they get things right and this new behaviour policy is designed in such a way that every child is aware of their behaviour and see the positives. It also enables them to make a mistake and then work hard to rectify it, reflect on their actions and reset their day. It is about praising the children and noticing when they are 'Getting it Right'.

For those children that find it hard to manage their behaviour staff will look to identify the reason for this and work as a team with the child and family to help reduce the behaviour that is causing concern. Our school culture is to be curious about a behaviour rather than furious.

Every day is a new day regardless what has happened the day before.

If a child acts inappropriately and receives a warning from their class teacher/TA they will need to have a quiet word with the child and inform them that they have moved from Green to Amber.

If the same child tries to correct their behaviour and there is an improvement, the member of staff can move the child back to Green, but it is important that they know this has happened; positive reinforcement. If the child does not rectify their behaviour and it deteriorates, they will need to be moved to red. A child can only go straight to Red for physical harm to anyone in the school community.

Vulnerable children

Identified children will have a personalised behaviour plan which may deviate from the whole school approach but will be in line with the same principles of respect and positivity.

Some behaviour strategies that may be utilised by classroom staff include

| | |
|---------------------------|-----------------------|
| The use of body language | Private chat |
| Reminders of expectations | Rewind (let's rewind) |

| | |
|--|---|
| Proximity Control Good questions (What should you be doing?) | Accept and redirect (yes but / maybe you were but) |
| Humour | Give choices with consequences |
| Use 'Thank you' not 'please' when redirecting | Remove audience |
| Distraction | A pastoral support plan will be drawn up for any child at risk of exclusion |

If a class teacher is concerned about general class behaviour, they need to consider the reasons for the behaviour and discuss this with the Pastoral Team. If the class teacher decides that further action is necessary, then an AEN referral form needs to be completed and submitted to the Pastoral Team. In the same way if a child is giving cause for concern on the playground or during lunchtime a member of staff must refer the child to the Pastoral team by using an AEN referral system and keep the class teacher informed. The SENCO and Pastoral Team hold weekly meetings to discuss children causing concern.

Rewards

The school adopt a positive approach towards behaviour management.

This behaviour policy needs to be child centred with a focus on them 'Getting it right', therefore emphasis needs to be put on the good. Be over the top with the praise, make a point of tell the children that they are getting it right, make positive phone calls home, or send a positive postcard at the end of the week, especially for those children who struggle with behaviour.

These run across the year and staff will be provided with a chart to log this information.

| | |
|------------------|-----------------|
| 5 green points | Sticker |
| 10 green points | Certificate |
| 25 green points | Pencil |
| 50 green points | Badge |
| 75 green points | Water bottle |
| 100 green points | Own clothes day |
| 125 green points | Movie Afternoon |
| 150 green points | Swim Afternoon |

Sanctions

| | |
|-------------------------|---|
| 1 red point | Parents/Guardians will receive a phone call from the class teacher. Pupils can access the Calm Corner for 5 minutes to reflect on their behaviour and use calming strategies, then with support of the class teacher/TA return to mainstream lessons. Conflict resolution techniques will be used to support reducing disagreements between children. |
| 2 red days in two weeks | a second phone call from home from the class teacher and support with emotional regulation. |
| 3 red days in two weeks | a phone call from SLT and a referral to our Wellbeing team which may include allocated time with the school ELSA for additional support. The class teachers and TA's will start to record times and triggers of the behaviour to help us understand the function of the behaviour as well as observations scheduled by the Wellbeing team. |

Sanctions must not include:

- Physical Force
- Withdrawal from curriculum activities (these are every child's legal entitlement).
- Being left unsupervised anywhere in the school building including outside in the corridor or in the entrance hall.
- Threats that cannot be carried out.
- Writing out extra work in an area of the curriculum which might decrease their interest in it.

Teachers can confiscate children's property if it is not appropriate for it to be in school.

Subject to the School's behaviour policy a child may be disciplined for any misbehaviour when the child is:

- 1) Taking part in any School organised or School related activity.
- 2) Travelling to and from the school.
- 3) Wearing the School uniform or in some other way identifiable as a pupil at the school.
- 4) Could have repercussions for the orderly running of the school.
- 5) Poses a threat to another pupil or member of the public.
- 6) Could adversely affect the reputation of the school.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

The general power of discipline: This enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

Power to search without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search- the school will make the decision to retain, dispose of or hand in to the police the confiscated items. Where a child has knowingly brought a prohibited item into school with malicious intent, the Headteacher may impose any of the afore mentioned approved sanctions or exclusion in extreme circumstances.

Power to use reasonable force

The legal provisions on school discipline also provide each member of the staff with power to use reasonable force (Team Teach following training) to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline within the classroom.

Head Teachers and other authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, pornographic images, fireworks or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under school rules e.g. sweets and toys.

Roles and Responsibilities

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the behaviour policy consistently throughout the school, and to report to the governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children within the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child.

The Role of the Parent

The school staff work collaboratively with the parents so children receive consistent messages about how to behave at home and at the school.

We expect parents to support their children's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the staff. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains they should contact the Behaviour Mentor, SENCO, Deputy Headteacher or Headteacher. If they feel that the situation has not been resolved after consultation with the Headteacher they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of the Governors

The governing body has the responsibility of setting down these general guidelines on the standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day – to – day authority to implement the behaviour policy, but the governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.



Bullying

The physical and emotional well-being of our children is paramount. If a child hurts or bullies another pupil, the adult dealing with this situation must record this using an incident form and passed immediately to the Behaviour Lead or the Headteacher. The incident will be investigated and sanctions imposed. This information will be shared with governors. The school does not tolerate bullying of any kind and if an act of bullying or intimidation of any kind has taken place, staff will act immediately to prevent any further incidents of such behaviour. Parents of children involved will be notified.

Suspensions and Permanent Exclusions

Only the Headteacher (Deputy Head with Headteacher permission) has the power to suspend a pupil from the school. The Headteacher may exclude the pupil for one or more fixed periods, for up to 45 days in any one academic year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher suspends a pupil, parents will be informed immediately and given the reason for suspension. Parents will be provided with a written letter to advise of the exclusion period, reason for exclusion, date for reintegration meeting and appropriate work for the child to complete during suspension. Upon reintegration, the child will spend the morning with the behaviour mentor/key staff member in suitable area before returning to class, behaviour will be monitored.

At the time of parent notification, the Headteacher will make it clear to the parents that the governing body must consider any representations made by parents in line with the following procedure:

Permanent Exclusions

The governing body must convene a meeting to consider reinstatements within 15 days of receiving notice of the exclusion. The same is true when an exclusion will take the child's total days of exclusion above 15 days for one term.

Suspension

Where the suspension will take the child's total days of exclusion above five for the term, if requested by parents the governing body must convene a meeting to consider reinstatement within 50 days of receiving notice of the exclusion. Where suspension does not take the pupil's



total days of exclusion above five for the term, the governing body must still consider any representations made by parents but cannot overturn the head teacher's decision.

The Headteacher informs the Governing Body and Local Authority about any permanent exclusions immediately, and about any suspension on a termly basis.

The Governing Body itself cannot either exclude a pupil or extend the suspension period made by the Headteacher.

The Governing Body has a discipline committee, which is made up of between three and five members. This committee considers any suspension appeals on behalf of the governors. When an appeals panel meets to consider a suspension, they consider the circumstances in which the pupil was excluded, consider any representation by the parents and consider whether the pupil should be re-instated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Where requested by a parent the school will need to arrange an independent review panel to consider the decision of a governing body to uphold a permanent exclusion. Panel members will need to be trained in how to perform their role. The school will also need to appoint a special educational needs expert to advise the panel, where requested by a parent. The independent review panel will be able to uphold the decision to permanently exclude a pupil; recommend that the governing body reconsider its decision; or direct the governing body to reconsider its decision. A direction to reconsider will be limited to circumstances where a panel decides that the school has acted illegally, irrationally or in a procedurally flawed manner.

Monitoring

The Headteacher and the Leadership Team monitor the effectiveness of the behaviour policy on a regular basis. The Headteacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. Class teachers are expected to award children with their 'green points' daily via Arbor- any children who did not achieve green will have a red recorded. At the end of the week teachers can award children who have demonstrated outstanding standards with a RECEIPE point which is worth the equivalent of two green points. The leadership team review the children who receive red regularly via the weekly Arbor report as well as identifying classes with only green points.

A Pastoral Support Plan (PSP) will be put into place if a child is at risk of exclusion. Regular meetings will be held to discuss the child's progress towards behaviour targets to identify and support around behaviour management the parent may need at home to support the school plan. Those involved with these meetings will be: Deputy Headteacher, Health and Welfare



Officer, SENCO, Behaviour Mentor, Parents, Early Help team, child and any other agency identified as having a positive impact on the family.

The school keeps a record of any pupil who has received a fixed – term, or who is permanently excluded. It is the responsibility of the Governing Body to monitor the rate of fixed term exclusions and permanent exclusions, and to ensure that the policy is administered fairly and consistently.

Review

The Governing Body review this policy every two years. The governors may however, review the policy earlier than this, if the government introduces new regulations or if the Governing body receives recommendations on how the policy might be improved.



Equality Impact Assessment

| Who is the policy or process intended for? | Pupils | Employees | Govs/ Trustees | Volunteers | Visitors |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Status of the policy or process: | New policy or process | | | Existing policy or process | |
| | <input type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| Analysis | | | | | |
| Protected Characteristic | Impact analysis | | | Explanation of impact analysis | |
| | Positive | Neutral | Negative | | |
| Age: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Disability: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Sex: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Gender reassignment: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Race: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Religion or belief: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Sexual orientation: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Marriage or civil partnership: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Pregnancy and maternity: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Pupil groups (PP/SEN/CLA): | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Evaluation and decision making | | | | | |
| Summary of action taken: | | | | | |
| Final decision: | | | | | |