



HILLTOP
PRIMARY SCHOOL

Behaviour Policy

Key Document Details:

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|---------------------|--------------------|-----------------------|----------------|
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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

Each class has a set of blank jigsaw puzzle pieces (one per child). Every child personalises their piece and writes their name on the back. The aim is that every child gets to add their piece to create a class puzzle. The decision to allow a child to add their piece to the puzzle is based on the extent to which a child is demonstrating their role in helping to achieve a class target. For example, if the class have agreed they would like to improve on not 'calling out'; as children are consistently demonstrating not 'calling out' they will be invited to add their piece to the puzzle. This approach is collaborative in its nature and should promote peers supporting one another to achieve a whole class aim. It also allows teachers the freedom to improve specific behaviours in their classrooms.

Teachers to talk with their classes at the start of a reward period and decide how long the class would like to set the reward for and what an appropriate reward would be. Teachers to inform behaviour lead of their new target each reward period. Rewards for each class will be logged and also displayed in classroom. Parents will be informed each time a reward target is met and a new target is set- there is an agreed template for this.

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

Rewards for completing a class 'jigsaw' are at the discretion of the teacher but examples may include:

| Reward Period | Target | Reward/s |
|---------------|--|---|
| 1 week | To ensure whole class are back inside and actively completing DEAR by 12:55. | 15 minutes of extra MUGA time 15 minutes of extra play outside or inside classroom 15 minutes of karaoke/ class disco |
| 2 weeks | To demonstrate respect for the classroom environment by keeping it tidy. | 30 minutes of arts and crafts 30 minutes extra ICT Suite 30 minutes of team games |
| 3 weeks | No member of the class is involved in a physical altercation at playtime. | 1 hour cinema time 1 hour of free choice activity |
| 6 weeks | All children demonstrate outstanding attitudes towards learning. This may include 100% participation in '5 reads' and 100% class attendance. | Tag day Class party afternoon Cinema afternoon Pitch an alternative activity to SLT for approval. |

This list is not exhaustive but is designed to demonstrate how targets can be based around our RECIPE LIC values or very specific behaviours that class teachers would like to see improved to ultimately result in improved outcomes.

Sanctions

The table below categorizes behaviour by level and outlines the appropriate consequences. It is at the discretion of staff to ensure the consequence matches the severity of behaviour and takes into account the needs

| Level | Unacceptable Behaviour | Person Responsible | Responses/ consequences the adult can choose from |
|--|---|---|--|
| <p>Level 1</p> <p>Behaviour that can be managed at a classroom level.</p> | <p>Distracting others</p> <p>Calling out</p> <p>Failing to listen</p> <p>Pushing during lining up</p> <p>Failing to come in when called after playtime</p> <p>Teasing</p> <p>Snatching</p> <p>Lack of care for classroom/playground and equipment</p> <p>Throwing sand/water/toys/other objects</p> <p>Mishandling books</p> <p>Running inside</p> <p>Talking over the teacher</p> <p>Disruption while children are working</p> <p>Attention-seeking/ "winding up" other children</p> <p>Making inappropriate noises</p> <p>Tale-telling</p> <p>Not settling for register/story/carpet</p> <p>Refusing to follow general instructions</p> <p>Not completing school work to an acceptable standard</p> | <p>These behaviours should be managed in class by the class teacher, teaching assistant and any supporting staff.</p> | <p>Desired/appropriate behaviours taught, modelled and demonstrated (whole class, group, 1:1).</p> <p>Misbehaviours pre-empted, diverted away from.</p> <p>Positive reinforcement of desired behaviour.</p> <p>Clear, consistent boundaries</p> <p>2 choices - direct and deferred choices</p> <p>Common language</p> <p>Tactical ignoring</p> <p>Proximity</p> <p>Tactical pausing</p> <p>Non-verbal cueing</p> <p>'Take up time'</p> <p>Rule reminder</p> <p>Distraction/ diversion</p> <p>Direct questions: Use "what", "when", "how" or "where?"</p> <p>Avoid "why?" or "are you"?</p> <p>Reminder about consequences and rewards.</p> <p>Reflection Sheet</p> <p>Parent informed about behaviour.</p> |
| <p>Level 2</p> <p>Behaviour that requires a consequence or response - because of its intensity or frequency.</p> | <p>Behaviours persisting despite Level 1 consequences</p> <p>Consistent/repetition of Level 1 behaviour despite Level 1 consequence</p> <p>Physical abuse – deliberate (but minor) pushing/ pulling hair, etc.</p> <p>Repeatedly ignoring adult requests/instructions, arguing back, lying, defiance</p> | <p>These behaviours should be managed in class by the class teacher, teaching assistant and any supporting staff.</p> | <p>Consistent use of the above strategies.</p> <p>Cool down time</p> <p>Work out resolution with the child, e.g. letter of apology, clearing up of mess.</p> <p>Time taken away from playtime and or lunchtime</p> <p>Choice directed</p> |

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| | <p>Deliberate shouting out, running about, pushing in, etc. Leaving classroom without permission</p> <p>Breaking school rules</p> <p>Deliberate shouting out, running inside, pushing in, destroying school property e.g. books or displays</p> | | <p>Consequences as immediate as possible in order to be fully effective.</p> <p>Parents informed by class teacher</p> <p>Loss of privileges</p> <p>Loss of some break/lunch with class teacher</p> <p>Reflection Sheet</p> |
| <p>Level 3</p> <p>Behaviour that requires a consequence or response - because of its intensity or frequency. Class teacher to seek support from SLT if needed. Behaviours are to be recorded on Arbor and STAR Chart if in place.</p> | <p>Continuation of negative behaviour despite Level 2 consequences</p> <p>Physical abuse/aggressive playground behaviour- punching/ fighting/ kicking/ hurting/ storming off/ threatening behaviour/ stampeding/ spitting on others</p> <p>Deliberate vandalism /misuse of equipment or property e.g. toilets, or misuse of resources such as scissors</p> <p>Deliberate and repeated refusal to comply with adult requests</p> <p>Provoked retaliatory behaviour</p> <p>Deliberate and repeated refusal to comply with adult requests, open rudeness, refusal to come into class</p> <p>Verbal abuse – deliberate swearing, racism, sexism and offensive name-calling or other bullying or harassment</p> <p>Theft</p> | <p>These behaviours should be managed in class by the class teacher and support staff with SLT assistance if needed.</p> | <p>Consistent use of strategies. Behaviour Support Plan put in place (involving parents/carers, teacher and SLT member – targets and review dates set)-plan to be shared with relevant staff and consistently followed. STAR chart to be put in place.</p> <p>Referral to Inclusion Team (SEN/Pastoral referral)</p> <p>Reinforcement of school rules.</p> <p>Loss of privileges e.g. MUGA.</p> <p>Reflection Sheet</p> |
| <p>Level 4</p> <p>Behaviours that may require immediate removal from class. SLT is involved and incident requires</p> | <p>Repeated level 3 behaviour within 2 weeks</p> <p>One off physical assault - aggressive outbursts and/or fighting – maybe involving injuring another child or adult, Throwing or breaking furniture or large equipment, vandalism.</p> <p>Repeated, spiteful behaviour despite Level 3 consequences</p> <p>Intense or repeated verbal abuse – swearing, racism,</p> | <p>Class Teacher to lead management of these behaviours with appropriate SLT support.</p> | <p>Behaviour Support Plan put in place (involving parents/carers, teacher and ELT/SLT member – targets and review dates set). Positive Handling Plan agreed and signed by parents (child to be involved)</p> <p>Individual Risk Assessment to be completed and shared with parents and the child.</p> |

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| <p>formal follow up. Incident recorded on Arbor. If Positive Handling was applied – the Bound and Numbered Book needs to be completed the same day.</p> | <p>sexism and offensive name-calling Rage outbursts Dangerous behaviour (to self and others) e.g.- climbing fence/gate, running out of designated area, hurting another child resulting in puncturing the skin. Unmanageable behaviour / severe and constant disruption / complete defiance Extreme / repeated / deliberately offensive verbal abuse, harassment or bullying</p> | | <p>Personal Consequence Pathway set in place Referral to Inclusion Team (SEN/Pastoral referral) Parents requested to come in to support the child in school Child taken to a place of safety by adult (or other children removed from classroom) until child has calmed down. Internal suspension Internal suspension in another trust school Parent/carer informed immediately – meeting to discuss way forward.</p> |
| <p>Level 5 Behaviours that require immediate involvement from the SLT or specifically HT. Incident recorded on Arbor. If Positive Handling was applied – the bound and numbered book needs to be completed the same day.</p> | <p>Persistent level 3 and/or level 4 behaviour throughout a day Repeated level 4 behaviour within 2 weeks Physical attack on another pupil leading to significant injury Making unsubstantiated accusations towards adults Physical attack on an adult Extreme and/or repeated physical bullying Extreme and/or repeated vandalism Bringing a weapon into school Leaving site without permission Racist, homophobic, sexual misconduct or use of other derogatory language Bringing drugs or other illegal substances into school One off serious breach or persistent breaches of the school's behaviour policy</p> | <p>SLT to lead, final decision regarding consequences is made by SLT</p> | <p>Fixed Term suspension. Permanent suspension. This list is not exhaustive or limited- when deciding to issue a Fixed Term or Permanent Exclusion, the Headteacher follows the DfE statutory guidance.</p> |

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 suspend 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 suspend 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 suspension period, reason for suspension, date for reintegration meeting and appropriate work for the child to complete during suspension. Upon reintegration, the child may spend the morning with a 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 suspension 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 suspension. Where suspension does not take the pupil's total days of suspension 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 suspended, 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 log behaviour incidences via Arbor- a note is added to their online profile so behaviour incidences can be tracked. Where there are multiple incidences involving the same child in a short period of time, an ABC behaviour tracker may be implemented.

A Pastoral Support Plan (PSP) will be put into place if a child is at risk of suspension. 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 suspended. It is the responsibility of the Governing Body to monitor the rate of fixed term suspensions and permanent suspensions, 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"/> |
| 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: | | | | | |