

Hillside Primary School

Behaviour Policy

(Including the Statement of Behaviour Principles)



Hillside Primary School Behaviour Policy

This policy sets out the expectations of behaviour at Hillside Primary and Nursery School. The governing body, staff and pupils seek to create an environment, which encourages and reinforces good behaviour and the fostering of positive attitudes.

Aims

- To promote a positive ethos and climate in the school
- To create a consistent environment that encourages and reinforces good behaviour
- To define and promote acceptable standards and the principles of good behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self esteem through success, self discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy
- To promote an environment where everyone feels happy, safe and secure.
- To help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community

Role of staff

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within a group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all.

All staff are responsible for dealing with incidents in and around school. If in doubt they can refer to senior management team, and ultimately to the Headteacher.

Role of the Headteacher

It is the responsibility of the Headteacher 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 Headteacher to ensure the health, safety and welfare of all children in 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 keeps records of all reported and serious incidents of misbehaviour and has the responsibility for giving internal exclusions and fixed-term suspensions to individual children for serious acts of misbehaviour. The Headteacher may permanently exclude a child in line with current guidance.

Role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child'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 with a child, it is essential that the parents should support the actions of the school. 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 Headteacher. If these discussions cannot resolve the problem they should contact the school governors and ultimately a formal grievance or appeal process can be implemented.

Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The Headteacher has the day-to-day authority to implement the school behaviour policy. The governors support the Headteacher in carrying out these guidelines.

The governors should follow the normal grievance procedure in cases of complaint. The Chair of Governors is informed of any exclusions in line with current guidelines on exclusions.

Classroom Management

Within their classroom management role, staff will develop independence and personal initiative. Lessons encourage enthusiasm and active participation for all. Lessons aim to develop skills, knowledge and understanding, which enables children to work and play in co-operation with others. Praise is used to encourage good behaviour and attitude, as well as to the quality of work.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour.

Lessons have clear objectives, understood by the children and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements and as a signal that the children's efforts are valued and the progress matters.

The school follows a structured PSHE Curriculum, which promotes positive behaviour.

At the beginning of each school year, the children will develop, with the class teacher, class rules/contract, which will be displayed on the wall of the classroom.

School Rules and Procedures

Praise and reward for good behaviour is the key to creating a positive atmosphere where the children have the opportunity to succeed.

The school rules are based on the principles of:

- Respect of myself
- Respect for others
- Respect for property

The main school rules are:

- Always treat everyone with kindness and respect
- Always be honest
- Always take responsibility for your own actions
- Always be careful with school property and the property of others
- Always keep the school building and environment clean and tidy

Individual classes may also develop their own set of rules. These rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- Be kept to a necessary minimum;
- Give clear choice and consequence options;
- Actively encourage everyone involved to take part in their development;
- Have a clear rationale, made explicit to all;
- Be consistently applied and enforced
- Promote the idea that every member of the school has a responsibility towards the whole.

If there is an incident, we follow Restorative Approaches, depending on the situation. Each individual and situation is different; it is not possible to lay down strict guidelines for every situation.

The power to discipline for behaviour outside of the school gates

The school will respond to bad behaviour outside of the school when the child is:

- taking part in any school-organised or school-related activity, wearing school uniform or identifiable as a pupil at the school.

The school will also respond to misbehaviour at any time which:

- could have repercussions for the orderly running of the school,
- pose a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Consequences to any bad behaviour in or outside of the school

The first staff contact will report any incident. Following an incident and depending on the seriousness, the children involved will be spoken to by one or more of the following people:

- Class teacher - parents may also be contacted at this stage if necessary.
- Key Stage Lead/SENCO - parents may also be contacted at this stage if necessary.
- Deputy Headteacher - parents may also be contacted at this stage if necessary.
- Headteacher - parents may also be contacted at this stage if necessary.

Possible consequences of unacceptable behaviour:

- Expression of disapproval
- Discussion of errant behaviour/child's feelings
- Time-out for set period
- Work taken to another classroom
- Missing one or more playtime (detention)
- Letters of apology
- Filling in incident sheet/form
- Banned from extra-curricular activities.
- Internal exclusion
- Fixed-term suspension
- Permanent exclusion

Time to discuss issues with the children is important and may take place during "circle time" or PSHE lessons. These sessions give the opportunity to reinforce expectations of behaviour and respect throughout the school.

Pupils may also take part in Nurture sessions with trained staff, which will give them an opportunity to discuss their behaviour and possible concerns. These sessions may also include 'team-building' activities to improve relationships and develop interaction/social skills.

Where staff may be required to use restraint with a pupil to protect themselves or others, they will be trained in and follow Norfolk Steps procedures (see Appendix 1).

Where it is felt necessary help from appropriate outside agencies may be called upon through discussion with the SENCO

Rewards

Teams:

- Every pupil is part of a team – Water, Fire, Earth and Air.
- Team point tokens are given to any pupil who demonstrates positive behaviour, kindness, a positive attitude to learning or for outstanding achievement.
- Each Team's scores are celebrated on a weekly basis and the Team with the most points at the end of each term receive a joint reward.
- The team with the most points at the end of the year will go on to a trophy.
- Half-termly Team Meetings are also held to encourage, motivate and build up positive mutual relationships across the key stages.

Stars of the week:

- Class Teachers choose one Star of the Week from their class every week and will explain in front of the school, why that child has been chosen.
- Each Star of the Week will gain 3 bonus points for their Team.
- The Stars of the Week also get a certificate, pencil, sticker and are able to eat their lunch with the Headteacher on the Stars of the Week table.

In-class rewards:

- Individual teachers will have their own reward systems in the classroom to encourage, praise and recognise on-going good work, i.e. smiley faces on work, post it notes on the wall, golden-time, stickers, prizes etc.

Headteacher reward:

- Occasionally, when pupils have demonstrated outstanding effort or achievement, they will visit the Headteacher for praise and a special sticker/other reward or privilege. Their achievements may also be displayed on to the 'Outstanding Pupil Achievements' display board.

Links with other school policies/guidance

- Anti – Bullying Policy
- Staff Code of Conduct Policy
- Equality and Diversity Policy
- Complaints Policy
- Exclusion Guidance
- SEN Policy
- Safeguarding Policy
- See Post-Covid 19 Practice and Procedures for Staff – September 2020

Post Covid-19 Measures

In fulfilling the behavioural measures included within this document, staff must also adhere to the Covid-19 Risk Assessment and the Covid-19 Practice and Procedures for Staff. Where this is impossible with certain pupils (e.g. requiring physical restraint or support), an individual Risk Assessment will need to be undertaken.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of this policy. The governing body monitors reviews the Statement of Behaviour Principles

The class teacher records classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour.

The Headteacher keeps a log of any extreme pupil behaviours/incidents and when pupils are internally excluded, suspended for a fixed-term or permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Name/Signature of Headteacher: Simon Minter

Date: Oct 2020

Review date: Oct 2022

Statement of Behaviour Principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour.

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher. The statement has been adopted by the Governing Body as a whole, following consultation with the Headteacher, parents, staff and pupils. The principles will be reviewed by the Governing Body Curriculum and Pupils Committee on a bi-annual basis alongside the Behaviour Policy.

The Governors at Hillside Primary, believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life. At Hillside Primary, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school
- Hillside Primary is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality & Diversity policies
- The school rules should be clearly set out in the Behaviour Policy and regularly shared with pupils. Governors expect these rules to be consistently applied by all staff
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use his discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary
- The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning

- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution
 - The Governors expect the Headteacher to include guidance on the use of restraint, within the Behaviour Policy.
- The Governors expect the Behaviour Policy to set out the school's response to non-criminal bad behaviour which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Policy should include the school's response to any bad behaviour when the child is:
 - taking part in any school-organised or school-related activity, wearing school uniform or identifiable as a pupil at the school
 Even if the conditions above do not apply, the Policy must take account of misbehaviour at any time which:
 - could have repercussions for the orderly running of the school,
 - pose a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Appendix 1

What is Norfolk Steps?

Training and advice for practitioner's supporting children and young people who may present challenging behaviour.

The service is available to all schools, services and individuals concerned with the care and education of Norfolk children.

Norfolk Steps is nationally accredited within the BILD code of practice for the use and reduction of restrictive physical intervention.

Objectives

- To promote safe & effective techniques, utilizing therapeutic, education, awareness, communication and positive and protective handling strategies.
- To promote a whole setting, holistic response to behaviour management.
- To develop appropriate responses to incidents of 'out of control' behaviour, in a manner that maintains positive relationships and provides safety for all.
- To reduce the amount of serious incidents involving physical contact.
- To promote and stress that at least 95% of all crisis situations should be resolved through calm, controlled, dignified and skilled de-escalation intervention

The Norfolk LEA has adopted the Norfolk Steps Approach and is carefully managing its introduction into Norfolk schools where the need has been identified.