



## Behaviour Guidance

### *Trust-wide guidance for those with responsibilities in relation to behaviour and discipline (including Hillside First School's Anti-Bullying Policy)*

This guidance is designed to sit at school level and act as the guide to how we apply the policy in our school.

#### 1.0

#### **Initio Learning Trust Vision**

Initio Learning Trust is a forward-looking trust that provides supportive, creative and innovative learning opportunities, nurturing everyone as an individual.

We value excellence in learning, collaboration, respect, compassion for others and a sense of community.

Our pupils develop character through a love of learning to achieve and thrive. They are prepared to be lifelong learners and responsible citizens with a global perspective.

#### **1.1 Defining our Culture of Behaviour**

All of our schools work towards our aspiration that:

All children and young people (CYP) will leave us as **responsible, respectful** and **resilient** citizens who are able to flourish and thrive in society.

Behaviour will be **taught** not controlled; **analysed** not moralised so that behaviour becomes an **internal** not external discipline. We will do this by creating **respectful** relationships that are **curious** about context, **compassionate, calm** and **consistent**.

#### **1.2 Trust- wide Behaviour Principles and Aims:**

All of our schools work towards the **principles** that:

- Everyone has the right to an open, friendly and studious classroom environment free from disruption or aggression.
- All CYP will have support with behaviour management if they need it.

- Staff are role models for behaviour and will manage behaviour effectively to ensure a good and safe learning environment (*Teacher standard 7. Trust T and L principles 1*).
- Staff will establish and explicitly teach routines (*Trust T and L principles, 1*).
- Schools that offer outstanding appropriate support alongside relentlessly high expectations for pupils will see excellent behaviour demonstrated and, therefore, will maximise learning time.

## **Aims**

- To encourage children to choose to use a kind, caring attitude at all times
- To ensure that all children are treated as independent individuals and are given equality of opportunity regardless of race, gender, religion or physical and mental ability
- To foster positive behaviour patterns and a sense of self worth
- To foster an attitude and climate of care so that all feel safe, secure and respected
- To ensure that all children feel involved and know how to behave as part of a community
- To have rules that children understand and are involved in framing so that they learn to take responsibility for their actions
- To teach children practical strategies to solve problems and resolve conflict
- To praise children for acts of responsibility, excellence, support, perseverance, empathy, community spirit and tolerance.
- To train all adults in school to follow the agreed system for positive behaviour management

## **2.0**

### **Trust-wide Behaviour Expectations**

We embed our culture by our three Trust-wide behaviour expectations that have been agreed by all of our schools to teach, model and insist upon. Each expectation may look slightly different at each stage of a pupil's development so phases will need to agree how the teaching, modelling and encouragement of the expectations is developed in their phases.

#### **2.1 The three Trust behaviour expectations are:**

1. Readiness to Learn
2. Respectful Relationships
3. Engagement

## 2.1a Demonstrate Readiness to Learn

### **What?**

Readiness to learn is the expectation that we have of our pupils at the start of learning episodes, be that formal or informal. It is having the correct skills and equipment to accelerate learning.

### **Why?**

Being ready to learn is an important life skill; showing respect for those around you and the environment and demonstrating organisational skills. Readiness to learn means that pupils are able to make the most of the learning, becoming rapidly engaged in thinking about key learning (*Trust T and L principles, 1*)

### **How?**

As a minimum,

<b>Staff will:</b>	<b>Pupils will:</b>	<b>Senior leaders will:</b>	<b>We would like Parents to:</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Be on time to lessons</li> <li><input type="checkbox"/> Provide equipment needed</li> <li><input type="checkbox"/> Clearly indicate what level of peer interaction the learning episode requires</li> <li><input type="checkbox"/> Model the behaviour they wish to see</li> <li><input type="checkbox"/> Have the learning ready for the pupils</li> <li><input type="checkbox"/> Teach the routines for the classroom, including entry and exit</li> <li><input type="checkbox"/> Reinforce expectations through the school's behaviour system</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Be on time for lessons</li> <li><input type="checkbox"/> Enter rooms quietly</li> <li><input type="checkbox"/> have the necessary equipment</li> <li><input type="checkbox"/> Leave the room in a tidy state</li> <li><input type="checkbox"/> Respond to the level of peer interaction indicated by staff</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate the expectations clearly to all staff, pupils and parents</li> <li><input type="checkbox"/> Reinforce expectations through their behaviour system</li> <li><input type="checkbox"/> Provide regular reminders and opportunities for teaching of the expectations</li> <li><input type="checkbox"/> Support staff to teach, model and enforce the expectations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure their child has access to the correct resources for school <i>e.g. water bottle, coat, uniform, book bag.</i></li> <li><input type="checkbox"/> Ensure their child is on time for school and follow the correct protocols in case of absence / lateness</li> <li><input type="checkbox"/> Support the school with the expectation of readiness to learn</li> </ul>

## 2.1 b Demonstrate Respectful Relationships

### **What?**

Respectful relationships means building considerate and courteous relationships with all members of the school and wider community.

### **Why?**

We want all pupils in our Trust to leave us as responsible, respectful and resilient individuals. Learning how to foster respectful relationships is key to being confident in wider society and in whichever place of work our pupils decide to enter. Excellent relationships can motivate CYP to achieve (*Trust*, T and L principles, 1)

### **How?**

As a minimum,

<b>Staff will:</b>	<b>Pupils will:</b>	<b>Senior leaders will:</b>	<b>We would like Parents to:</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Model respectful relationships</li> <li><input type="checkbox"/> Greet pupils into lessons and at the start of the day</li> <li><input type="checkbox"/> Speak calmly and fairly to all</li> <li><input type="checkbox"/> Ensure the vocabulary used is inclusive</li> <li><input type="checkbox"/> Be tolerant of pupil's needs and ensure their needs are catered for</li> <li><input type="checkbox"/> Seek to understand the wider context of a pupil's life</li> <li><input type="checkbox"/> Teach social cues, where appropriate</li> <li><input type="checkbox"/> Challenge any language that seeks to be derogatory to an individual or a group</li> <li><input type="checkbox"/> Be open and welcoming to parents and visitors</li> <li><input type="checkbox"/> Encourage all pupils to try their best</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Speak to all calmly and fairly</li> <li><input type="checkbox"/> Listen to others when they are talking</li> <li><input type="checkbox"/> Use language that is inclusive and non derogatory</li> <li><input type="checkbox"/> Be welcoming and open to new pupils, parents and visitors</li> <li><input type="checkbox"/> Use technology with respect for all other users</li> <li><input type="checkbox"/> Attempt all tasks to the best of their ability</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate the expectations clearly to all staff, pupils and parents</li> <li><input type="checkbox"/> Reinforce expectations through their behaviour system</li> <li><input type="checkbox"/> Provide regular reminders and opportunities for teaching of the expectations</li> <li><input type="checkbox"/> Support staff to teach, model and enforce the expectations through thorough CPD</li> <li><input type="checkbox"/> Model respectful relationships with all in the school and wider community</li> <li><input type="checkbox"/> Use whole school teaching to demonstrate respectful relationships</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Model respectful relationships, especially when working with the school</li> <li><input type="checkbox"/> Use language that is inclusive and challenge language which is not inclusive or is derogatory</li> <li><input type="checkbox"/> Encourage their children to try their best at all tasks</li> <li><input type="checkbox"/> Talk about members of the school community in a respectful way</li> </ul>

## 2.1c Demonstrate Engagement

### What?

Engagement is the expectation that all members of the school will be actively involved in the school community, whether that is in a learning episode or something more informal. Engagement is showing that you are listening, actively participating and ready to respond.

### Why?

Engagement fosters motivation to participate in school activities and allows pupils to have a strong sense of belonging which is important as they grow and mature. Engagement in learning maximises every learning opportunity by minimising low level distractions (*Trust*, T and L principles, 1)

### How?

As a minimum,

Staff will:	Pupils will:	Senior leaders will:	We would like Parents to:
<ul style="list-style-type: none"> <li><input type="checkbox"/> Model engagement when pupils are addressing others including giving appropriate responses</li> <li><input type="checkbox"/> Teach active listening to pupils</li> <li><input type="checkbox"/> Make themselves aware of individual pupil's needs</li> <li><input type="checkbox"/> Ensure that lessons are adapted to cater for pupils' needs in line with SEND and behaviour support plans where appropriate.</li> <li><input type="checkbox"/> Make lessons relevant with an appropriate level of challenge</li> <li><input type="checkbox"/> Use visual and verbal reminders about active engagement in lessons</li> <li><input type="checkbox"/> Use feedback to gauge the engagement in lessons and beyond</li> <li><input type="checkbox"/> Promote pupils to participate in extracurricular activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Look at a speaker whilst they are speaking</li> <li><input type="checkbox"/> Do not distract others</li> <li><input type="checkbox"/> Be ready to answer questions and/or contribute to discussions</li> <li><input type="checkbox"/> Respond to feedback</li> <li><input type="checkbox"/> Where appropriate, participate in extracurricular activities such as clubs/ school council / tours for visitors / shows / sports leader etc</li> <li><input type="checkbox"/> Attend school regularly and on time</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate the expectations clearly to all staff, pupils and parents</li> <li><input type="checkbox"/> Reinforce expectations through their behaviour system</li> <li><input type="checkbox"/> Provide regular reminders and opportunities for teaching of the expectations</li> <li><input type="checkbox"/> Support staff to teach, model and enforce the expectations through thorough CPD</li> <li><input type="checkbox"/> Track pupil engagement in extracurricular activities</li> <li><input type="checkbox"/> Ensure there is an appropriate range of extracurricular activities on offer</li> <li><input type="checkbox"/> Monitor attendance and support leaders to support families where attendance is not as expected</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Model engagement with their children</li> <li><input type="checkbox"/> Encourage engagement in extracurricular activities (School Parliament, Eco Warriors, Librarians, Sports Leaders, visits etc), where possible, either during school time or outside of the school day</li> <li><input type="checkbox"/> Use staff feedback to understand how engaged their child is in school life</li> <li><input type="checkbox"/> Ensure regular and punctual attendance at school</li> </ul>

e.g. School Parliament, Eco Warriors, Librarians, Sports Leaders etc). <input type="checkbox"/> Model good attendance			
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## 2.2 Mobile phones and personal devices

Hillside First School recognises the educational and safeguarding benefits of minimising access to personal mobile phones and similar devices during the school day. The school expects a mobile phone-free environment by default: pupils must not have access to personal mobile phones or smart devices during lessons, between lessons, at breaktimes or at lunchtime, unless an individual exemption is agreed in writing (for example for medical or specific SEND reasons). Any such exemptions will be time-limited and clearly recorded.

When a mobile phone is brought into school in breach of this policy it will be confiscated and returned to the pupil's parent or carer, or to the pupil at the end of the school day, depending on the circumstances and the age of the pupil. Repeated breaches will be treated under the school's behaviour consequence framework and may lead to further action in line with Sections 5.0 — 5.5. Staff will apply the policy consistently and fairly, taking account of individual needs and reasonable adjustments for pupils with SEND.

The school will communicate this expectation to pupils, parents and staff, publish the policy on the school website and display clear signage at main entrances. The policy is intended to support learning, reduce distraction and promote pupil wellbeing. The approach taken by the school to prohibit or restrict device use will be kept under regular review.

The only exception to this rule is for a medical condition or a SEND need. This would be reviewed on a case by case basis and relevant risk assessment implemented where appropriate.

## 3.0 Types of Behaviour

Hillside First School generally defines behaviour into the following four categories:

### 3.1 Pro-Social behaviour

This is the behaviour that we wish for all of our CYP to aspire to. It is defined as behaviour which is positive, helpful, and intended to promote social acceptance.

It is characterised by a concern for the rights, feelings and welfare of other people and is behaviour which benefits other people or society.

Examples of prosocial behaviour can be (but are not limited to):

- Helping others with tasks

- Lending equipment
- Welcoming visitors
- Taking responsibility for a tidy school and learning environment
- Sharing
- Donating
- Co-operating
- Volunteering
- Empathy
- Adhering and displaying the school values

### **3.2 Un-Social behaviour**

This can be defined as not seeking or giving association with others. It is characterised by being unwilling or unable to behave socially in the company of others, but not to the detriment of self or others. It can sometimes present as not doing as instructed, but not to the detriment of self or others. Examples of un-social behaviour can be (but are not limited to):

- Not listening or following instructions
- A lack or unacceptable standard of work in lessons
- Calling out
- Deliberate noise making
- Not respecting other children
- Time wasting
- Damage of property through carelessness
- Talking in class whilst the adult / another child is talking

### **3.3 Anti-Social Behaviour**

This can also be classed as 'Difficult' behaviour when it is anti social but not dangerous (*see 3.4*)

This can be defined as behaviour that causes harm to an individual, the community or to the environment. It is characterised by behaviour that is likely to cause injury, harassment, alarm or distress or that violates the rights of another person or is contrary to the laws and customs of society. Examples of anti-social behaviour can be (but are not limited to):

- Persistent disruption of own and others learning
- Absconding from the classroom

- Causing disrepute to the school
- Persistent lack of work / effort in lessons
- Bullying
- Harassment
- Refusal to follow instructions
- Swearing
- Making fun of others
- Name calling
- Not respecting property
- Swearing

### **3.4 Dangerous behaviour**

This can be defined as behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility. Examples of dangerous behaviour can be (but are not limited to):

- Racist / homophobic/ sexist abuse
- Physical violence
- Bringing weapons on site
- Bringing drugs or alcohol on site
- Wilful damage to property
- Inciting violence in others
- Child on child abuse
- Persistent Bullying

The school will closely monitor CYP who are displaying un-social or antisocial / difficult behaviour and ensure that checks have been made about their specific learning needs, safeguarding needs and where interventions may be needed to ensure provision throughout the curriculum and school is appropriate (see **Roadmap Appendix A**).

Most CYP will never need to be subject to any consequences for anti-social or dangerous behaviour or any bribes in order to behave pro-socially or achieve academically, they will simply need a dynamic and engaging education experience.

However, there may be one or two CYP in each class who may be at risk of harming themselves either physically or by withdrawing, hiding etc. . These are often the very quiet or withdrawn CYP who can be missed from planning as their behaviours do not trouble anyone and staff at the school will be aware of these CYP and monitor them closely.

#### **4.0 Rewards**

Hillside First School recognises that modelling and teaching prosocial behaviour will likely result in more prosocial behaviours being shown. CYP can be recognised for their pro-social behaviour with a system of rewards.

Rewards will be genuine and specific, allowing the reward to be a teaching opportunity. Rewards can include (but are not limited to):

*"The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does" Paul Dix*

##### **Respect points**

- Pupils earn respect points when they show the school values.
- Each child will receive a double-sided Respect Points Card, which will be initialled every time a teacher recognises a respect value demonstrated in the child's learning.
- Certificates will be awarded for the total number of Respect points achieved, across all 7 values:
- Bronze = 20 respect points, Silver = 40 respect points, Gold = 70 respect points, Platinum = 100 respect points, Diamond award for 120 respect points. A Headteacher award is available for those children earning 140 respect points. An ambassador's badge will be awarded to children who achieve 20 points for each of the 7 respect values.

##### **Respect board**

- Each class has a Respect Board based on positive recognition of the Respect Values. It is used to praise both individuals and the whole class. Learners can nominate others to be put on the board and adults acknowledge and praise children who notice the respect values in others and help everyone get their name on the board.

##### **Stars of the Week**

- Stars of the week will be chosen linked to a respect value, they will be recognised in praise assembly each week. The purpose of this is to promote self-esteem and to further promote the Respect Values. It is essential to keep a record of who this has been awarded to so that all children feel valued. All class members will be star of the week at least once in an academic year.

##### **Year Group / Phase Specific Rewards**

Reception: Value stickers and Puzzle Pieces

Year 1 /2: Marbles

Year 3 /4: Table points

## **5.0 Consequences**

All behaviour has consequences and Hillside First School recognises that part of teaching behaviour is providing proportionate, rational, timely and appropriate consequences for behaviour, including rewards, detailed above.

At Hillside First School, we have a system for consequences but we acknowledge that there may be some CYP who sit outside of any formal system and we will apply our knowledge of the CYP and their context when making decisions about consequences to ensure **equity**.

If children present behaviour that is uncharacteristic or unacceptable we will resolve the situation carefully. We will listen and talk to the child and any others involved. At all times we seek to understand what may be the trigger for the child's behaviour. Children will be encouraged to talk about issues that arise so that they can resolve their differences using peaceful problem solving strategies. We have trained ELSAs (Emotional Literacy Support Assistants) to offer support in this area.

At all times it is the behaviour that is commented on and not the child. Adults have responsibility when reprimanding children to avoid sarcasm, belittling or any form of humiliation.

Restraint is only used when safety is at risk to prevent harm to the child, other children or damage to the school. This is in line with current DfE guidance.

### **Mobile phones and personal devices (Consequence clarification)**

Where a pupil is found to be in possession of, or using, a mobile phone or personal smart device during the school day without an agreed exemption, the device will be confiscated by a member of staff and stored securely. The device will be returned at the end of the school day or collected by a parent or carer, depending on the age of the pupil and the circumstances. Repeated breaches of the mobile phone-free expectation will be managed in line with the school's graduated behaviour codes (Code 2 or Code 3), recorded on the school system and may result in further sanctions. Reasonable adjustments will be made for pupils with SEND where an individual, time-limited exemption has been agreed and recorded.

### **Hillside codes of behaviour**

Steps are always gone through with care and consideration, taking individual needs into account where necessary. Adults always and consistently in every lesson praise the behaviour they want to see. All learners are given "take up time" in between steps. *It is not possible to*

*leap or accelerate steps for repeated low-level disruption.* Learners are held responsible for their behaviour. Adults in the vast majority of situations will deal with behaviour without delegating.

**Code 1**  
**Low level disruption anywhere in school *Un-social***

<b>Example</b>	<b>Adult involvement</b>	<b>Steps</b>	<b>Consequences / Action</b>	<b>Record</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Calling out</li> <li><input type="checkbox"/> Noise making</li> <li><input type="checkbox"/> Not listening / following instructions</li> <li><input type="checkbox"/> Not respecting other children</li> <li><input type="checkbox"/> A lack of work in lessons</li> <li><input type="checkbox"/> Time wasting</li> <li><input type="checkbox"/> Damage of property through carelessness</li> <li><input type="checkbox"/> Talking in class whilst the teacher / teaching assistant is talking</li> <li><input type="checkbox"/> Being unkind</li> </ul>	<p>Teacher deals with inappropriate behaviour.</p> <p>May seek advice from colleagues.</p>	<p>a) Gentle encouragement, a “nudge” in the right direction</p> <p>b)A reminder of the expectations Ready, Respectful, Engagement delivered privately wherever possible. The teacher makes the learner aware of their behaviour. The learner has a choice to do the right thing. (Give take up time)</p> <p>Repeat reminders if necessary.</p> <p>De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.</p>	<p>Restorative conversation</p> <p>Making up any missed work</p> <p>Time out</p> <p>Apology (verbal or written)</p>	<p>No record</p>

**Code 2**  
**Deliberate disruption of lesson/outside activities *Un-Social / Anti-Social***

<input type="checkbox"/> Repeating above after receiving ' <b>Code 1</b> ' AND / OR <input type="checkbox"/> Making fun of others <input type="checkbox"/> Name calling <input type="checkbox"/> Unacceptable standard of work <input type="checkbox"/> Not respecting property <input type="checkbox"/> Swearing <input type="checkbox"/> Not respecting other children <input type="checkbox"/> Rough play	Teacher deals with inappropriate behaviour.  May seek advice from colleagues.  Parents made aware (informed either by phone call or in person at the end of the day)	c)- A clear <b>verbal caution</b> delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices.  d) <b>Time out</b> Give the learner a chance to reflect away from others (separate table, area of the room). Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.	Restorative conversation / Caution  Time out  Making up any missed work	Teacher's own informal notes
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**Code 3**  
**Prevention of other children learning / playing in peace *Unsocial/Anti-social***

<ul style="list-style-type: none"> <li><input type="checkbox"/> Repeating above after receiving 'Code 2'</li> <li>OR</li> <li><input type="checkbox"/> Ignoring adults</li> <li><input type="checkbox"/> Intentionally not following instructions</li> <li><input type="checkbox"/> Intentionally distracting others</li> <li><input type="checkbox"/> Biting</li> <li><input type="checkbox"/> Spitting</li> <li><input type="checkbox"/> Answering back to adult</li> <li><input type="checkbox"/> Reactionary behaviour</li> <li><input type="checkbox"/> Throwing food</li> <li><input type="checkbox"/> Unsafe behaviour</li> <li><input type="checkbox"/> Not telling the truth</li> <li><input type="checkbox"/> Persistent name calling</li> <li><input type="checkbox"/> Walking out of class or hiding</li> <li><input type="checkbox"/> Swearing at someone</li> </ul>	<p>All adults become aware with: -</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher/parents meet to share concerns.</li> <li><input type="checkbox"/> Start to involve SENDCO/ HT</li> <li><input type="checkbox"/> Share with adults at "Children of Concern".</li> <li><input type="checkbox"/> School interventions put into place if appropriate such as ELSA, RAG chart or weekly Behaviour log</li> </ul>	<p>e) Internal referral At this point the learner will be referred internally to another room in the key stage for the remainder of the lesson.</p> <p>f) Reparation A restorative meeting should take place before the next lesson. If the reconciliation is unsuccessful the teacher should call on support from a colleague who will support the reparation process.</p>	<p>Time out with another staff member</p>	<p><b>link BLUE behaviour form</b> will be completed directly on the school system or if handwritten scanned in. Shared via Google with HT SENDCO and Deputy SENDCO</p> <p><b>PINK meeting</b> with parents form completed directly on the school system or if handwritten scanned in. HT SENDCO and Deputy SENDCO will be informed by email</p> <p><b>Move on to a RAG chart <a href="#">Link</a> if multiple blue forms within a week</b></p>
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**Code 4**  
**Serious behaviour *Antisocial / Dangerous Behaviour***

<input type="checkbox"/> Repetition of behaviour after being given a <b>'Code 3'</b> OR <input type="checkbox"/> Violent behaviour <input type="checkbox"/> Fighting <input type="checkbox"/> Stealing <input type="checkbox"/> Graffiti <input type="checkbox"/> Damaging property Racism/ Bullying – more than one incident	SENDCO takes the lead and works with Class teacher, parents and other agencies:- · use of individual reward charts · Other agencies or interventions involved such as ELSA or Behaviour Support Service	If behaviour is consistently poor as shown by internal referrals and several reparation meetings. There will be a formal meeting with the Class Teacher Head/Deputy Head. There will then be agreed targets, with the option to be monitored over the course of two weeks.  Parents will be informed at this stage.	Regular review meetings	<b>Behaviour Plan Option</b> <a href="#">Link</a> filed on the school system in the individual child's folder  <b>ABC Log <a href="#">Link</a> to monitor incidences</b>  <b>or continuation with RAG</b>
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**Code 5**  
**Extreme violence and aggression *Dangerous Behaviour***

<ul style="list-style-type: none"> <li><input type="checkbox"/> Repeating above after receiving 'Code 4'</li> <li><input type="checkbox"/> Persistent bullying</li> <li><input type="checkbox"/> Extreme aggression or violence</li> <li><input type="checkbox"/> Endangering other people</li> <li><input type="checkbox"/> Losing control of behaviour</li> <li><input type="checkbox"/> Physical violence towards an adult</li> <li><input type="checkbox"/> Intentional sexual harassment</li> <li><input type="checkbox"/> Leaving school premises</li> <li><input type="checkbox"/> Racist / homophobic/ sexist abuse</li> <li><input type="checkbox"/> Bringing weapons on site</li> <li><input type="checkbox"/> Bringing drugs or alcohol on site</li> <li><input type="checkbox"/> Wilful damage to property</li> <li><input type="checkbox"/> Swearing at an adult</li> <li><input type="checkbox"/> Inciting violence in others</li> <li><input type="checkbox"/> Child on child abuse</li> </ul>	<p>All agencies aware of seriousness of the problem</p>	<p>A serious breach is an incident that may lead to a suspension or permanent exclusion.          Alternatives to suspension and permanent exclusion where appropriate, will be sought.</p>	<p>Possible suspension or permanent exclusion</p>	<p><b>Trust policy</b></p> <p>Suspensions logged on SIMs and My Concern          ISP reviewed</p> <p>Notify:          Trust          LSC chair          Dorset</p>
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Regular training is undertaken by all groups in the school and is shared with adults during adults meetings and INSET. Adults are supported by trained ELSAs who can offer individual and/or group sessions for children who need extra support managing their emotions. We can also access support from outside agencies including Behaviour Support Services.

### **Pupil Transition**

We are very mindful that transitions both within school, and to and from other schools, can be a difficult and traumatic time for many young children, and therefore we plan and manage these times with care. Regular liaison meetings take place in the summer term between preschool adults and Hillside adults and there are similar handover meetings for the Middle Schools.

Children with SEND are supported with Passports to help the new school get to know them quickly. SENDCos from all the schools have a face-to-face meeting to ensure the best outcomes for the children.

Adults are sensitive to children's varying needs and mindful of the Equality Act 2010 and indirect discrimination (where a policy or practice is applied in the same way to everyone, but it puts disabled people at a disadvantage).

At Hillside First School, we have a system for consequences but we acknowledge that there may be some CYP who sit outside of any formal system and we will apply our knowledge of the CYP and their context when making decisions about consequences to ensure **equity**.

## **6.0**

### **Further reading:**

Useful policies and documents to be read in conjunction with this guidance:

### **Policies / Guidance**

- The Equalities Policy
- Schools SEND policy
- The Child Protection Policy
- The Attendance Policy
- Exclusions Policy
- Anti Bullying Policy
- Mental Health Guidance

### **DfE guidance and legislation**

- [KCSiE, 2022](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - guidance 2022](#)
- [Behaviour in Schools, 2022](#)
- [Alternative Provision, 2016](#)
- [Equalities Act, 2010](#)
- [SEN Code of Practice, 2015](#)

and;

The vision, values and strategic outcomes of Initio Learning Trust.  
Initio Learning Trust's Principles of Teaching and Learning.

### **Useful books:**

[Know Me to Teach Me by Louise Bomber](#)

[Inside I'm Hurting by Louise Bomber](#)

[Conversations that matter: Talking with Children and Teenagers in Ways That Help  
by Margot Sunderland](#)

[Dealing with Feeling by Tina Rae](#)

[When the Adults Change, Everything Changes by Paul Dix](#)

[After the Adults Change, Achievable Behaviour Nirvana by Paul Dix](#)

[My Hidden Chimp by Prof Steve Peters](#)

[The Behaviour Guru: Behaviour Management Solutions for Teachers  
by Tom Bennett](#)

[Teach Like a Champion \(3.0\) by Doug Lemov](#)

[Beyond Discipline: From Compliance to Community by Alfie Kohn](#)

[Miss, I don't Give a Sh\\*t by Adele Bates](#)

### **Useful websites:**

<https://www.teachervision.com/teaching-strategies/behavior-management>

<https://beaconschoolsupport.co.uk/resources.php>

<https://www.nhs.uk/conditions/baby/babys-development/behaviour/dealing-with-child-behaviour-problems/>

<https://www.gov.uk/government/publications/behaviour-in-schools--2/further-guidance-and-resources-for-supporting-behaviour-in-schools>

## Appendix A - roadmap of support

Please right click on the picture below and select 'open link' to view the roadmap of support



<https://prezi.com/view/CaD3hB25Sv8kYtAeqr8m/>

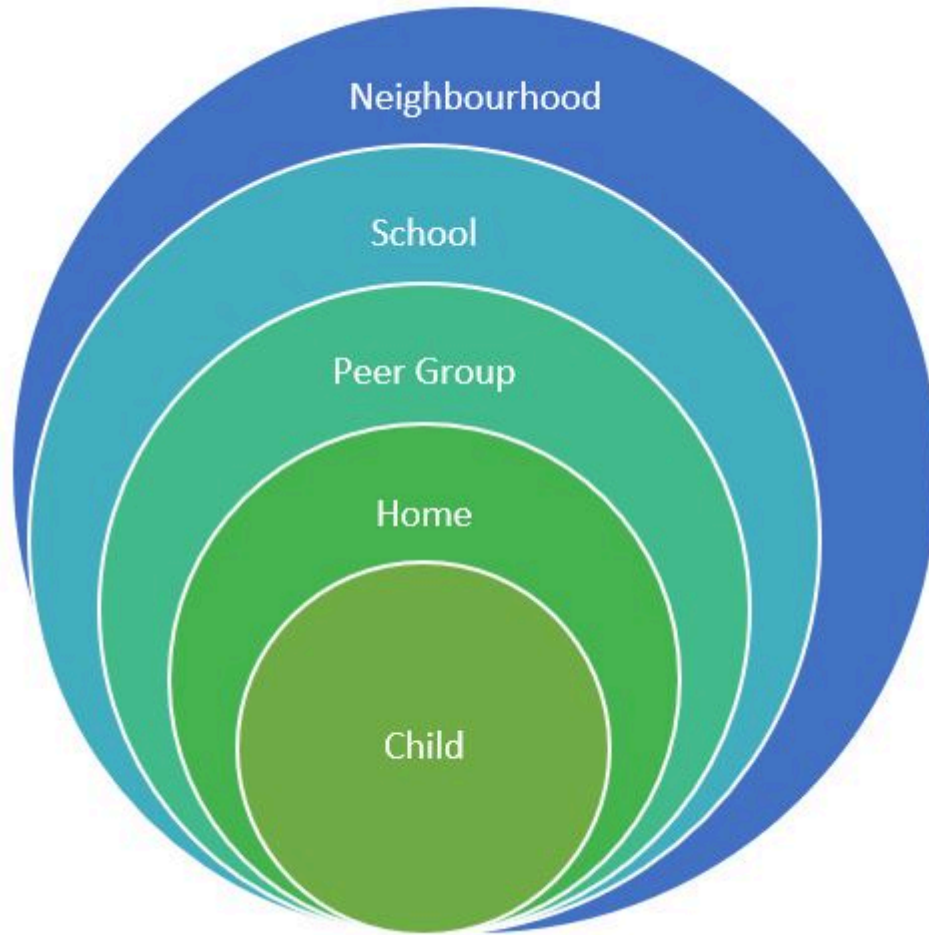
## Appendix B - ABC behaviour chart:

Name:

### ABC CHART

Date / time	ANTECEDENT Location, activity, people	BEHAVIOUR Describe what you saw	CONSEQUENCE What did you do/how did the person react.	Possible purpose/reason

## Appendix C - Contextual Circle:



## Appendix D - Example of anxiety mapping chart

### Anxiety Mapping



## Appendix E

### Examples of Reparation scripts

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give take up time.

#### **1. Reminder:**

I noticed you chose to.... (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Engaged) You now have the chance to make a better choice Thank you for listening

#### **2. Caution:**

I noticed you chose to..... (noticed behaviour) This is the \_\_\_\_\_time I have spoken to you. You need to speak to me for 2 minutes after the lesson. If you choose to break the rules again you leave me no choice but to ask you to go to the table at the back/thinking mat\_\_\_\_\_(learner's name) Do you remember when\_\_\_\_\_ (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening/I'm glad we had this conversation.

#### **3. Time out/ calming time:**

I noticed you chose to ..... (noticed behaviour) You need to go to sit at the table at the back/ thinking mat) I will come and speak to you in three minutes.

#### **4. Internal referral:**

*In class*

I noticed you chose to..... (noticed behaviour) You need to 1. go to Year ...../2. HT's office

*In the Playground*

You need to 1. Stand by other staff member 2. Stand on the lazy lawn 3. Go to HT's office.

I will come and speak to you in three minutes.

## Appendix F

<p><b>Cause for concern of the behaviour of a child</b></p> <p><b>Name of child:</b></p> <p><b>Date:</b></p> <p><b>Time and place of incident:</b></p>
<p><b>Cause for concern (Continue on back if necessary)</b></p>
<p><b>What happened prior to concern?</b></p>
<p><b>Action Taken – (parent informed, time out, loss of playtime, Head teacher informed, SENCO informed, RAG chart completed, Behaviour Plan needed? Updated? etc.)</b></p> <p><b>Name of person completing:</b></p>

## Appendix G

### MEETING/TELEPHONE CONVERSATION WITH PARENT

**Name of child:**

**Date:**

**Name of parent:**

**Name of other adults present: (staff, outside agency etc. included in meeting/discussion)**

**Discussion**

**Actions (and by whom) for Graduated response:**

**Review date?**

## **Appendix H**

Restorative conversations

### **(Past)**

What happened? What were you thinking at the time?

### **(Present)**

What have your thoughts been since? How do you feel about what happened? Who has been affected?

### **(Future)**

What needs to be done to put things right? What could you do differently next time?

## **Appendix I**

### **Hillside First School Anti-Bullying Policy**

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to learning and have serious consequences for mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect well into adulthood.

### **Preventing and tackling bullying DfE 2017**

#### ***Rationale***

At Hillside we believe that every child has the right to a safe and secure environment in which to learn and be successful. However, we recognise that bullying may take place and therefore this policy outlines our strategies for dealing with it.

#### **Aims**

- To prevent bullying behaviour.
- To create a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- To raise awareness of bullying as a form of unacceptable behaviour with all school adults, children, parents and carers.
- To establish procedures for investigating and dealing with bullying behaviour.
- To encourage respect for the individual at all times and showing tolerance to others

#### **Definition**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.' ***Preventing and Tackling Bullying DfE 2017***

### **Positive Action**

Raising of awareness of bullying is included in our work with children through:

- Assemblies
- Anti-bullying week
- PSHE work in the classroom
- Circle time in the classroom
- Individual work with a child or group of children
- Dealing with situations as and when they occur
- Class and school charters linked to a positive behaviour management system

All opportunities will be used as and when it is appropriate. Good practice in classroom and curriculum organisation and delivery reduces bullying opportunities and motivation.

### **In the classroom:**

- Consideration is given to room layout and availability of resources
- Rewards and sanctions are used in line with the behaviour policy
- Circle Time is used to give children the opportunity to discuss things that may be concerning them
- Self-confidence is developed so they feel able to speak up for themselves and know that they will be listened to.
- Learning is made purposeful, interesting and motivating so that children enjoy school
- Children work collaboratively and cooperatively to foster positive relationships

### **Out of the classroom:**

- Our Code of Conduct is promoted to encourage all to respect themselves as well as others
- Provision for active play is made at break times
- Lunchtime supervisors are trained in positive behaviour management so that rewards and sanctions are used consistently. They are trained in leading active play and resources have been purchased to support this
- There is careful supervision of all areas, particularly during break times helping to minimise bullying opportunities
- Adults are positive role models and treat one another with respect

- All children irrespective of gender, race, religion, disability or SEND are treated equally with regard to our Anti-bullying policy.

## **PROCEDURES FOR DEALING WITH BULLYING**

General procedures for dealing with bullying will follow these principles:

### ***Adults are available***

- They make sure that children know they are ready to listen and are ready to provide immediate support.
- They remain calm and make it clear that the incident will be investigated.

### ***Incidents are investigated***

- Every reported incident is investigated as soon as possible. All those involved are interviewed individually to avoid intimidation.

### ***There is a response***

- To the person doing the bullying – will be spoken to with sanctions related to the severity of the incident. Parents will be involved if appropriate and strategies to help the child not to do it again will be put in place and followed up.
- To the person being bullied - will be assured that the situation is being dealt with. They will also be given strategies to help deal with the situation.
- Adults will emphasise that the pupil is right to tell an adult in school if they are having a problem with another pupil.

### ***Review and follow up will be carried out as appropriate to the situation.***

- As in our Behaviour Guidelines, praise and encouragement will always be given to the child's efforts to change, as this is our main aim.
- All concerned are made aware of and helped to deal with the causes of bullying as well as the consequences. There is always a reason why a person bullies and part of dealing with an incident must be helping a person to realise why they do it and then helping them to stop doing it, as well as supporting the victim.

## **Record Keeping**

Any incidents of bullying will be recorded.

## **What is Bullying?**

Bullying is a type of behaviour that happens several times on purpose (STOP) . It can include hurting someone physically- like hitting or kicking or hurting someone's feelings- name calling, leaving them out of conversations or games. It can also be cyber bullying like e-mail, text messages.

## ***Why do people bully others?***

- They see others doing it
- The bully was once a victim
- It makes people feel, stronger, smarter, or better than the person they're bullying . It can be a way to keep yourself from being bullied

## **We understand the roles in bullying.**

- The victim
- The bully
- The colluder
- The bystander
- The challenger

### **How do we challenge bullying at Hillside?**

We challenge by telling the bully:

- STOP
- That's not kind
- What you are doing is unacceptable
- At Hillside, we respect people's right to feel safe

### **What can you do if you are being bullied?**

- Challenge the bully
- Tell a friend
- Tell an adult
- Tell your parents

### **Adults at school will**

- Listen (to all sides)
- Record (On blue cause for concern clips)
- Respond (to both the victim and the bully and any others involved)
- Review (Remind children of this policy and our School and Bullying charter). Focus on what caused the bully to bully, as well as supporting the victim.