

# Behaviour Guidance for Hillside First School

Adopted date:	Autumn 2016 Amended Autumn 2017 Reviewed January 2020 Reviewed September 2021
Signature of Headteacher:	Caroline Boyes (now David Graves)
Signature of Governing body:	David Morgan (now Eddie Moule)
Next review date	Autumn 2022

## Article 19 UNCRC

You have the right to be protected from being hurt and mistreated in body or mind.

This is the Behaviour Policy for Hillside Community First School, and should be read in conjunction with the :

[Behaviour and Discipline Policy](#) (WAT)

[Equality and Diversity Policy](#) (WAT)

[Complaints policy and procedures](#) (WAT)

Anti-Bullying Policy (Appendix B- under Trust wide review)

[Hillside SEN Policy](#) (to be reviewed Autumn 2021)

Hillside Community First School is a school where there are high expectations of excellence, where all individuals are valued, achievements celebrated and where children are happy and safe. As a proud Rights Respecting School, we believe the rights of each child to be front and centre in all we do.

## **Principles**

At Hillside we:

- Subscribe to the beliefs and values of the Convention of Rights of the Child
- Have a positive approach to managing behaviour and discipline
- Promote an ethos within the school where all adults are sympathetic and sensitive to individual needs and differences
- Know that behaviour is influenced by many factors
- Understand that the consequences for children's behaviour should be carefully considered
- Recognise that sanctions are not used when support is the appropriate response
- Parents are seen as partners in the education process. Parental knowledge, views and first-hand experience of a child is valued for the contribution it makes to a child's progress
- Encourage everyone to support the school's Behaviour Policy

## **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

## **Approach**

1. Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour
2. Consistent follow up: ensuring "certainty" at the classroom and Senior management level. adults taking responsibility for behaviour interventions, seeking support but not delegating
3. Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating
4. Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
5. Consistent , expectations referencing promoting appropriate behaviour
6. Consistent respect from the adults: even in the face of disrespectful learners
7. Consistent models of emotional control: emotional restraint that is modelled and not just taught, adults as role models for learning
8. Consistently reinforced rituals and routines for behaviour around the site: in classrooms, around the site and at the school reception
9. Consistent environment code of conduct evident, core values

## 1. Relationships

High quality behaviour for learning is underpinned by relationships.

- Adults build relationships through consistent respectful behaviour:
- Meet and greet at the door/gate
- Model positive behaviours
- Plan lessons that engage, challenge and meet the needs of all learners
- Use recognition boards for positive recognition throughout lessons

## 2. Respect school charter

### RESPECT VALUES

**Responsibility** - We have the right to learn.

(Article 28)

We respect this by being responsible for our own behaviour, learning and equipment.

**Excellence** - We have the right to be the best that we can be.

(Article 6)

We respect this by being a good learner and by allowing others to learn.

**Support** - We have the right to feel safe.

(Article 19 )

We respect this by co-operating and encouraging each other.

**Persevere** - We have the right to positive role-models and a supportive environment.

(Article 5 )

We respect this by trying new things and being resilient.

**Empathy** - We have the right to be respected.

(Article 12 )

We respect this by listening to others and treating others as we would like to be treated.

**Community Spirit** - We have the right to enjoy our time at school

(Article 31 )

We respect this by working with those around us and having pride in our school and the world around us.

**Tolerance** - We have the right to be ourselves.

(Article 26)

We respect this by understanding that everyone is different and accepting people for who they are.

### **3. Rewards**

*"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 initialed 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.

The whole school will focus on one value for a period of time. Adults will teach the meaning of this value and give examples of how this might be achieved. When a whole-class respect point is given, the class will place one token in the respect tube. When all 7 tubes are half full, a whole school reward will be given. And again when they are completely filled.

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

Stars of the week will be chosen linked to the respect value the whole school are working on, 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.

### **4. Sanctions**

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 several 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

### **5. Identifying codes of behaviour**

At Hillside we expect the same standards of behaviour from children at lunchtimes, MDSAs will use a behaviour book to record both inappropriate behaviour and communicate these to the teacher.

## 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 *Unsocial*

Example	Adult involvement	Steps	Sanctions	Record
Calling out Noise making Not listening Not respecting other children Rough play Work avoidance Time wasting Damage of property through carelessness Talking in class whilst the teacher is talking Being unkind	Teacher deals with inappropriate behaviour  May seek advice from colleague	a)Gentle encouragement, a “nudge” in the right direction b)A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. The teacher makes learner aware of their behaviour. The learner has a choice to do the right thing. (Give take up time) Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage	Making up any missed work	No record

### Code 2

Deliberate disruption of lesson/outside activities *Unsocial*

Repeating above after receiving ‘Code 1’ OR Making fun of others Name calling Unacceptable standard of work Not respecting property Swearing Sexual harrasement. E.G lifting a skirt.	Teacher deals with inappropriate behaviour  May seek advice from colleague  Parents made aware (informed either by phone call or in person at the end of the day)	c)- A clear verbal caution 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)Time out 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.	Caution Time out	Teacher own informal notes
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Code 3 Prevention of other children learning / playing in peace <i>Unsocial/anti social</i>				
Repeating above after receiving 'Code 2' OR Ignoring adults Intentionally not following instructions Intentionally distracting others Biting Spitting Answering back to adult Re-actional behaviour Throwing food Unsafe behaviour Not telling the truth Persistent name calling Exposing themselves Walking out of class or hiding Swearing at someone Showing genitals or asking to see another's.	All adults become aware with:- · Teacher/parents meet to share concerns  · Start to involve SENDCO/ HT · Share with adults at "Children of Concern" · School interventions put into place if appropriate such as ELSA, RAG chart or weekly Behaviour log	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. 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.	Time out with another staff member	<a href="#">link</a> BLUE behaviour form will be completed directly on the school system or if handwritten scanned in. Shared via Google with HT SENDCO and Deputy SENDCO  PINK meeting with parents form completed directly on the school system or if handwritten scanned in. HT SENDCO and Deputy SENDCO will be informed by email Move on to a RAG chart <a href="#">Link</a> if multiple blue forms within a week
Code 4 Serious behaviour <i>Antisocial</i>				
Repetition of behaviour after being given a 'Code 3' OR Violent behaviour Fighting Stealing Graffiti Damaging property Racism/ Bullying – more than one incident Intentional sexual harassment	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 Head/Deputy Head. There will then be agreed targets that will be monitored over the course of two weeks. Parents will be informed at this stage.	Regular review meetings	Behaviour Plan <a href="#">Link</a> filed on the school system in the individual child's folder ABC Log <a href="#">Link</a> to monitor incidences
Code 5 Extreme violence and aggression <i>Antisocial</i>				
Repeating above after receiving 'Code 4' Persistent bullying Extreme aggression or violence	All agencies aware of seriousness of the problem	A serious breach is an incident that may lead to a fixed term exclusion. Alternatives to exclusion where appropriate, will be sought	Possible exclusion	Trust policy  Exclusions logged on SIMs and My Concern

Endangering other people Losing control of behaviour Physical violence towards an adult Leaving school premises				ISP reviewed  Notify Trust AC chair Dorset
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## 6. Adults Development and Support

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.

## 7. 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.)

## 8. Exclusions Policy

In the event that it is necessary to exclude a child, the School will adhere to the [Exclusion Policy](#) provided by the Wimborne Academy Trust.

### Appendix A: Examples of Reparation scripts

### Appendix B: Blue behaviour form

### Appendix C: Pink parent meeting form

### Appendix D: Anti-bullying Policy

Appendix A:

#### 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, Safe) 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.

## Cause for concern of the behaviour of a child

**Name of child:**

Date:

**Time and place of incident:**

**Cause for concern (Continue on back if necessary)**

## What happened prior to concern?



**Action Taken – (parent informed, time out, loss of playtime, Head teacher informed, SENCO informed, RAG chart completed, Behaviour Plan needed? Updated? etc.)**

**Name of person completing:**

#### Appendix C

### **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)**

<p><b>Discussion</b></p>
<p><b>Actions (and by whom) for Graduated response:</b></p>
<p><b>Review date?</b></p>

## Appendix D

### 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 co-operatively 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
- Lunch time 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 Policy, 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.