Behaviour Policy

Hillside Primary School and Nursery

Policy Review

Ratified by:	Trust Board
Date Ratified:	September 2025
Dissemination:	The policy will be made available to all Trust employees

Document Control - Policy Amendments

Date	Version	Summary of Changes	Reviewer/s
Sep-24	1.0	New policy	L Holzer, CEO
Sep-25	1.1	Added 7th behaviour principle Remove exclusion guidance as this is covered in the Exclusion Policy	L Holzer, CEO

Contents

Aims

1. **Aims of the policy: The aim of our school behaviour policy is to create a positive, safe, and supportive environment where all students can succeed. Specifically, the goals are:**

1.1 **Promote Positive Behaviour:**

    1.1.1   Encourage Respect: Foster respectful relationships among students, staff, and the school community.

    1.1.2   Reinforce Values: Promote the core values of the school.

1.2 **Ensure a Safe Environment:**

    1.2.1   Prevent Disruptions: Minimise disruptions to allow all students to fully engage in learning.

    1.2.2   Maintain Safety: Protect the well-being of students and staff by preventing harmful behaviour.

1.3 **Support Student Development:**

    1.3.1   Encourage Responsibility: Help students develop self-discipline and make good decisions.

    1.3.2   Provide Support: Assist students struggling with behaviour through targeted interventions.

1.4 **Ensure Fairness and Consistency:**

    1.4.1   Set Clear Expectations: Make sure all students understand what behaviour is expected.

    1.4.2   Apply Rules Fairly: Ensure rules and consequences are consistent and fair for everyone.

1.5 **Build a Strong School Community:**

    1.5.1   Strengthen Relationships: Promote positive interactions between students, staff, and parents.

    1.5.2   Involve Everyone: Engage parents, students, and staff in maintaining a positive school culture.

1.6 **Prepare Students for the Future:**

    1.6.1   Teach Life Skills: Equip students with skills like cooperation and communication to succeed beyond school.

    1.6.2   Promote Lifelong Learning: Support students' ongoing academic and personal growth.

2.   PRINCIPLES of Effective Behaviour Management

To ensure our school meets these aims, the following 7 principles will be applied:

2.1   Principle 1: High Expectations:

2.1.1   Leaders uphold high standards, ensuring all students can learn in a respectful, disruption-free environment.

2.2   Principle 2: Informed Strategic Leadership of Behaviour:

2.2.1   Leaders take strategic ownership of the systems and culture that underpin behaviour.

2.3   Principle 3: Loving:

2.3.1   Leaders build strong, supportive relationships, making sure students feel valued and inspired to achieve their best.

2.4   Principle 4: Clarity of System:

2.4.1   Our school has clear rules and procedures that everyone understands, ensuring fair and consistent behaviour management.

2.5   Principle 5: Consistency of Application:

2.5.1   Rules are applied fairly and consistently across the school, ensuring everyone is treated the same.

2.6   Principle 6: Knowledgeable and Understanding of Adults:

2.6.1   Staff are well-trained in behaviour management, using their skills to handle situations effectively and supportively.

2.7   Principle 7: Strong Parental Partnership:

2.7.1   We work closely with parents, ensuring consistent behaviour expectations at home and school, fostering shared responsibility for student success.

3.   Our School Ethos
"Achieving Greatness together"

Our behaviour policy guides adults to teach self-discipline by echoing our core values:

Be Kind   Be Safe   Be Brave

Our approach is centered on respectful behaviour, a therapeutic approach to managing poor conduct and interventions that support both staff and learners. Through the schools Behaviour Curriculum, we teach our pupils the school values alongside the British values that support them.

We maintain a therapeutic approach in all that we do to meet the specific social, emotional, learning or other needs of pupils alongside a restorative approach that emphasizes repairing harm and restoring relationships.

4.   Our Approach to Behaviour Management

4.1 Our behaviour management approach combines positive reinforcement with appropriate consequences to guide student behaviour. We set clear and consistent expectations, encouraging good behaviour by rewarding students with praise, incentives, and recognition. This positive reinforcement helps students repeat desirable behaviours. When students do not meet expectations, we apply fair and consistent consequences to discourage negative behaviour. These consequences help students understand the impact of their actions, alongside the support we give to teach students the skills they need to behave well. By balancing rewards with clear, fair consequences and support, we promote positive behaviour while maintaining a disciplined and respectful learning environment that everyone can learn and thrive in.

5.   Rewards we use in our school

At Hillside Primary School we promote prosocial behaviours through the implementation of our three school rules – *Be Kind, Be Safe, Be Brave*. Prosocial behaviour has 4 characteristics:
1. *Behaviour which is positive, helpful, and intended to promote social acceptance*
2. *Behaviour characterised by a concern for the rights, feelings and welfare of others*
3. *Behaviour which benefits other people or society*
4. *Creates helpful feelings in self and others.*

Positive Strategies

Meet and Greet

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at either the classroom door or at each child's classroom seat.
House Dojo's

 House Dojo's are awarded through ClassDojo to pupils who clearly demonstrate our school values and to those who go over and above. Dojo points can be used by the pupils to redeem awards from the weekly Dojo shop.

Positive Phone Calls

Staff phone parents to share a child's success, this builds positive relationships with parents and shifts the 'phone call home' to a positive reason.

Positive Post Cards

Half termly postcards will be sent to pupils who have gone consistently above and beyond.

Gold Visitor Cards

Visitors to the school will be briefed on the values and expectations of our school community. They will be given a gold visitors card which they can give to any child who they deem to be demonstrating the school's values.

School Leaders

Pupils who regularly go above and beyond in their behaviour will be given an opportunity to undertake leadership roles across the school.

Above and Beyond Celebration

Every week 3 class awards will be issued during our Friday ABC assembly (Above and beyond). The awards will be for: above and beyond behaviour(gold award), for consistently demonstrating the school values(value award) and the curriculum award. Parents of a child receiving an award will be invited to attend.

6. Consequences used in our school

Warning	A reminder which focuses on prosocial expectations and does not draw attention to antisocial behaviour. This will include a cleat repetition of the expectation and necessary take up time. The member of staff will always assume confusion over defiance. e.g. "The expectation is that you stay seated at your desk." "The instruction was for.... well done to .... Who have followed that instruction."
Caution	*(Positive Phrasing/Limited Choice/De-escalation)* 1. An explanation which is clear and explains concisely the behaviour that the child is exhibiting that needs improving. 2. A reminder of the initial instruction and the actions the child needs to take to improve their behaviour. 3. Check to see if the positive consequences are understood and if there is anything else which allow the pupil to continue with their learning. (See Appendix for example interventions)
Final Warning	For the final warning members of staff will explain clearly the consequences of the actions if a child is not following the adult instructions. In this instance, the member of staff will use the language of Your choice; Your Consequence.

Reflection	If a child continues to exhibit difficult or dangerous behaviour following their third warning, reflection time will be given(logged as a red). This will allow the child space away from the situation to reflect on what has occurred. Reflection time will be supervised by an adult and if appropriate will include reflective conversations to find out more about the cause of the behaviour.
Repair	Staff members will always allow time for the child to take action to better help them understand the impact of their actions. This will form part of the natural, educational consequences that a child may receive. We call this **Fix it Time.**

RED Behaviour
1st Red
The first instance of red behaviours will be reported to the relevant phase leader. A restorative debrief will take place using the debrief template. A lunchtime consequence will be put in place relevant to the behaviour. Parents will be informed. A follow up planning meeting will be held with teacher and phase leader.
2nd Red
The second instance of red behaviour will be reported to the relevant member of SLT. A restorative debrief will take place using the debrief template. The pupil will have the next session of learning out of class. The child will be placed on a behaviour report for one week to help them better understand the expectations. Parents will be phoned.
3rd Red
The third instance of red behaviour will result in direct intervention from the headteacher. This will include a letter to parents to inform them of the three reds which have occurred over the course of the half-term.   A Parent meeting involving all stakeholders will be planned to support the pupil.

7.Support for Pupils

7.1 Pupils may find regulation of their behaviour difficult for a variety of reasons, and not all of these will be because of an underlying Special Educational Need. We expect all students to meet our expectations of behaviour in our school but recognise that some students will need more support to achieve them. When required, and as early as possible, we will work closely with students, their families, and specialists to create individual plans that address student's challenges, providing tools and strategies to help them improve. We regularly check and adjust these plans to make sure they work well, helping every student feel included and supported in their learning environment.

8. Student Voice

8.1 Our school values the importance of student voice in shaping a positive and inclusive school environment. We believe that involving students in discussions about behaviour expectations and school policies not only empowers them but also fosters a sense of ownership and responsibility. Students are encouraged to share their perspectives and feedback through regular surveys, focus groups, and class meetings. By listening to their ideas and concerns, we aim to create a behaviour policy that reflects their needs and promotes a supportive atmosphere. Engaging students in this way helps ensure that they feel heard and respected and contributes to a more collaborative and effective approach to behaviour management.

9. Recording and Monitoring

9.1 Our school carefully keeps track of student behaviour to help manage and improve it effectively. We record all important or repeated behaviour incidents, including what happened, what actions were taken, and the results. These records are reviewed regularly by staff to spot patterns, monitor progress,

and check how well our strategies are working. This information helps us adjust our behaviour management plans and give the right support to students. By regularly evaluating these records, we can see what's working well, address ongoing issues, and ensure our methods are fair and effective. We also use this feedback to improve staff training and our overall behaviour policy.

10. Parental Involvement

10.1 Parental involvement is key to supporting our behaviour policy and creating a positive   learning environment. By working together with parents, we ensure consistent behaviour expectations at school and at home.

10.2 Roles and Responsibilities

10.2.1Communication: We encourage parents to communicate openly with teachers and staff about any concerns or observations regarding their child's behaviour.

10.2.2 Partnership: We work closely with parents to discuss their child's behaviour, set goals, and create behaviour plans.

10.2.3 Support at Home: We provide resources where necessary to help parents reinforce behaviour expectations and address any issues at home.

10.3 Engagement Strategies

10.3.1 Parent Meetings: We hold regular meetings to talk about student behaviour, progress, and support. These meetings allow parents to share their insights and work with us to address concerns.

10.3.2 Workshops and Resources: We offer workshops and materials to help parents understand and support our behaviour policies.

10.3.3 Feedback and Surveys: We regularly seek feedback from parents to improve our behaviour strategies and ensure they meet their needs.

10.4 Support for Parents

10.4.1 Open Door Policy: Parents are welcome to meet with school staff anytime to discuss their child's behaviour and concerns.

10.4.2 Individualised Support: We work with parents to create personalised plans for students with specific behavioural needs.

10.5 Commitment to Collaboration

10.5.1 Parental involvement is key to supporting our behaviour policy and creating a positive learning environment. By working together with parents, we ensure consistent behaviour expectations at school and at home.

11 Staff Training and Knowledge

Overview: Our school is dedicated to equipping staff with the skills and knowledge necessary to effectively manage and support student behaviour. We believe that ongoing professional development in behaviour management is essential for creating a positive and productive learning environment.

11.1 Training and Professional Development

11.1.2 Regular Training: Staff receive regular training on behaviour management strategies, including techniques for positive reinforcement, conflict resolution, and de-escalation. This training ensures that all staff are up to date with the latest best practices and approaches.

11.1.3 Specialised Workshops: We offer specialised workshops that address specific behavioural challenges and needs, such as managing classroom disruptions, supporting students with additional behavioural needs, and implementing restorative practices.

11.1.4 Collaborative Learning: Staff participate in collaborative learning opportunities, including peer observations and group discussions, to share insights and strategies for effective behaviour management.

11.2 Knowledge and Expertise

11.2.1 Understanding Behaviour: Staff are trained in understanding child development and the underlying causes of behavioural issues. This knowledge helps them to address behaviour in a supportive and informed manner.

11.2.2 Communication Skills: We focus on developing strong communication skills, enabling staff to interact with students in a positive and effective way. This includes techniques for active listening, clear instructions, and empathetic responses.

11.3 Ongoing Support and Resources

11.3.1 Access to Resources: Staff have access to a range of resources and materials to support behaviour management, including guidelines, toolkits, and professional literature.

11.3.2 Mentoring and Coaching: New and experienced staff receive mentoring and coaching to continually refine their behaviour management skills. This support includes regular feedback and personalised guidance.

11.3.3 Understanding Behaviour: Staff are trained in understanding child development and the underlying causes of behavioural issues. This knowledge helps them to address behaviour in a supportive and informed manner.

11.4 Evaluation and Improvement

11.4.1 Feedback Mechanisms: We gather feedback from staff on training effectiveness and areas for improvement. This feedback helps us to continually enhance our professional development programs.

11.4.2 Continuous Improvement: Our commitment to staff training includes regularly reviewing and updating our training programs to reflect new research and practices in behaviour management.

11.5 Commitment to Excellence

11.5.1 We are committed to providing our staff with the training and knowledge they need to effectively manage behaviour and support student success. By investing in professional development, we ensure that our staff are well-prepared to foster a positive and respectful school environment.

12. Suspensions and Exclusions

12.1 Purpose: Suspensions and exclusions are measures of last resort used to address serious or persistent behavioural issues that cannot be resolved through other means. They are intended to ensure the safety and well-being of all students and maintain a positive learning environment.

12.2 Suspensions: A suspension is a temporary removal of a student from school for a specified period. This action may be taken for serious misbehavior that disrupts the learning environment or endangers the safety of others. During the suspension, students are expected to complete their schoolwork and will be provided with assignments to keep up with their studies. The length of a suspension will be determined based on the severity of the behaviour and the school's disciplinary guidelines.

12.3 Exclusions: An exclusion is a more permanent removal of a student from the school due to severe or repeated behavioural issues that cannot be addressed through suspension or other interventions. Exclusions are considered only after all other support measures have been exhausted. The decision to exclude a student is made by the school leadership in consultation with the student's parents or guardians, and any relevant support services. There is a separate policy and guidance document referring to suspensions and exclusions.

13. Use of Reasonable Force

13.1 In our school, the use of reasonable force is a measure of last resort and is only employed when absolutely necessary to ensure the safety and well-being of students and staff. Reasonable force may be used to prevent a student from causing harm to themselves or others, damaging property, or disrupting the learning environment significantly. Our staff are trained to handle situations involving physical intervention with the utmost care and to use the minimum force required to manage the situation effectively. All incidents involving the use of force are recorded and reported to ensure transparency and accountability. We also work closely with parents to discuss any incidents and to review and address any underlying issues. Our approach prioritises de-escalation and non-physical strategies whenever possible, aligning with our commitment to a safe and supportive school environment.

14. Rights to Search and Confiscate

14.1 In accordance with UK law, our school reserves the right to search students and confiscate items as necessary to maintain a safe and orderly learning environment. Staff members are authorised to search students' possessions, including bags, lockers, and clothing, if there is a reasonable suspicion that they may be carrying prohibited items such as weapons, illegal substances, or items that could disrupt the school environment. Confiscated items will be securely stored and returned to students or their parents/guardians according to the school's policies. Searches will be conducted with respect and sensitivity, ensuring that the dignity and privacy of students are upheld. We communicate openly with parents about any searches conducted and the reasons behind them, reinforcing our commitment to ensuring the safety and well-being of all members of the school community.

15. Equality and Inclusion

15.1 Our behaviour policy is designed to be fair and inclusive, ensuring that no student is discriminated against based on race, gender, disability, or any other protected characteristic. It respects and accommodates the diverse backgrounds and needs of our student body, promoting **cultural sensitivity**. Additionally, the policy is written in **clear and accessible language**, making it easy for all stakeholders to understand and engage with.