



Hillside Primary School & Nursery

Behaviour Policy

Date Approved: September 2024

Belstead Avenue Ipswich Suffolk IP2 8NU

Telephone: (01473) 601402

Email: office@hillsideprimary.co.uk Website:
www.hillsideprimary.co.uk

Hillside Primary School

Behaviour Policy

“Achieving Greatness together”

At Hillside Primary School, it is a principal expectation that every member of the school community feels valued and respected, and that each person is treated fairly and consistently. The purpose of this policy is to promote an environment in the school where every person feels happy, safe and supported, both emotionally and academically, to have the best chance of success. This policy is underpinned by the principles of Therapeutic Thinking.

Ethos

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

Be Kind

Be Safe

Be Brave

The policy is centred 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. The schools carefully chosen reading spine, contextualises and develops the understanding of these values.

We maintain a therapeutic approach in all that we do to meet the specific social, emotional, learning or other needs of pupils.

Aims

- To provide a consistent approach to behaviour management based on nurturing principles and restorative practices.
- To encourage and value strong and healthy relationships in the school community.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.

Equality and Equity

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way. We provide differentiated measures to provide equal opportunities and to ensure that every member of our community has what is necessary to achieve success.

Expectations

- Model compassion and kindness, provide hope and support connection and belonging.
- Understand that any event in a pupil's life can impact on how they think, feel and act.
- Use of logical (natural) consequences rather than just simply punishments or sanctions.
- Provide routines, set limits and have boundaries.
- Regulate our own emotions.
- Prioritise relationships to ensure all pupils feel safe and secure.

Teachers:

- Meet and greet every child every morning.
- Support the safety and other needs of pupils across the school.
- Set high expectations of learning and behaviour.
- Model prosocial behaviours and build relationships.
- To comment positively on prosocial behaviour
- To challenge unacceptable behaviour including racist, homophobic and sexist language.
- To manage transitional periods of time in line with school expectations.
- To consistently deploy the school's stepped consequences.
- To employ timely intervention to promote prosocial behaviour.
- Communicate regularly with parents/carers about their child's needs
- Take responsibility for your own personal safety.
- Complete risk assessments and be familiar with policies, guidelines, control measures instructions and reporting procedures.

Senior Leaders:

- To stand alongside colleagues to support, guide, model and show a united front to the learners.
- Lead on all aspects of this policy.
- Ensure this policy is implemented effectively.
- Be a visible presence around school to encourage appropriate conduct.
- Support staff in returning pupils to learning, supporting staff in conversations where needed.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Ensure staff training needs are identified and targeted.
- Make links with outside agencies to access additional services.
- Make sure that curious restorative debrief is completed which is not critical.

Headteacher:

- Leads on all aspects of this policy.
- Is the only person authorised to exclude a pupil (or the deputy headteacher in their absence).
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented.
- Ensure staff training needs are identified and targeted.
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all and that such reports are thoroughly investigated and responded to.
- Offers and provides appropriate support to staff following a stressful incident.

Pupils:

- Obey the school rules.
- Show respect and care for others.
- Listen to others.
- Learn/work co-operatively.
- Engage in restorative conversations positively.
- Value and take responsibility for the school environment.
- Be aware of their own emotions and actions and take responsibility for these.

Parents/carers

- Support the school when reasonable consequences have been used.
- Promote prosocial behaviour at home and in school.
- To contact the class teacher if they have concerns about the way their child has been treated at school.
- To contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.

Governors

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored.
- Consider families' representations about an exclusion.
- Undertake their statutory role around exclusion.
- Ensure that all staff receive purposeful training in order that they can undertake their role.

Pro-Social Behaviour

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 Points (Class Dojo)



House points are awarded through ClassDojo to pupils who clearly demonstrate our school values and to those who go over and above. House points are collected weekly with a celebration in assembly each week for the house with the most points. A celebration event will be held at the end of each term for 2 pupils in each class with the most points.

➤ Phone calls home

Teachers or LSAs 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



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

➤ Great to be Gold Award



Every week one child will be awarded the gold award for consistently demonstrating the value of the week.

Intervention

At Hillside, we encourage positive behaviour which reflects our School Values. Behaviour is used to communicate a need, and clear differentiations are made between prosocial, unsocial and antisocial behaviour. We understand that unsocial behaviour does not cause harm or detriment and is not always a cause for concern but still communicates a need. The schools' pastoral team work to support pupils regularly exhibiting unsocial or antisocial behaviour which is a cause for concern.

<u>Anti-Social Behaviour</u>	
Difficult Behaviour	Dangerous Behaviour
<ul style="list-style-type: none"> • leaving their desk/workstation or the carpet without permission • refusing to complete the work set • choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc) • calling out/talking to a friend • not following to instructions • playing/fiddling with equipment in a way which is detriment to others. 	<ul style="list-style-type: none"> • Leaving the school building • Leaving the premises • Spitting (directly at another) • Pushing aggressively • Scratching • Pinching • Hair pulling • Hitting • Kicking • Fighting • Biting • Punching • Throwing furniture • Physical or verbal bullying
<u>Difficult Behaviour</u>	
1st intervention	<p><u>Verbal/nonverbal Reminder.</u></p> <p>A reminder which focuses on prosocial expectations and does not draw attention to antisocial behaviour.</p>
2nd intervention	<p><u>Verbal Intervention</u> (<i>Positive Phrasing/Limited Choice/De-escalation</i>)</p> <ol style="list-style-type: none"> 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. <p>(See Appendix for example interventions)</p>
3rd intervention	<p><u>Timeout</u></p> <p>If necessary, a pupil will be offered the opportunity to leave the learning environment. This will provide an opportunity for the child</p>
RESTORATIVE DEBRIEF	

By encouraging pupils to make helpful and positive choices when they can, listening to them and clearly explaining the impact their behaviour has on others, staff will offer support, help and guidance to pupils to allow them to learn from their mistakes and improve over time.

High impact dangerous behaviours:

For more serious incidences of behaviour, a faster response may be necessary. In these cases, there may not be need action beyond the stepped approach already referenced. Instead, Senior leaders may undertake the consequences below:

Intervention	<p>For high impact dangerous behaviour intervention must first be in place by the adult who first witnesses the behaviour or to whom the behaviour is first reported. The intervention toolkit will be used to assist all adults to deal with behaviour appropriately.</p> <p>For all instances of dangerous behaviour all members of SLT will be informed On the first instance of dangerous behaviour in a half-term, restorative actions will be taken by a member of SLT.</p> <ul style="list-style-type: none">● In cases of serious misbehaviour, the Head Teacher may decide to give internal or external suspensions. <p>In some instances protective consequences may be taken.</p>
---------------------	--

Suspensions and Exclusions

The Head Teacher has the responsibility of deciding whether to give suspensions to individual children for serious acts of misbehaviour or as a means to maintain a safe learning environment for all. In exceptional circumstances, the Headteacher may make the decision to permanently exclude a child. In these cases, Governors will be informed.

Possible reasons for suspensions or permanent exclusions are:

- Severe damage to school property.
- Constant disruption to the education of other pupils.
- Extreme physical harm caused to another pupil or adult
- To ensure the safety of other pupils.

Over the course of a school year, a child may be excluded for up to 45 days. Any suspension of more than 15 days will only be used in extreme cases to ensure there is appropriate time for reintegration of the child. During the suspension, the following strategies will be implemented to ensure a successful reintegration into school life:

- Regular contact during the suspension.
- Contact in school with a designated pastoral professional
- Reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage
- Inform the pupil, parents and staff of potential external support.
- Informing the pupil, parents and staff of potential issues and seeking a way to resolve them

For the full details regarding suspensions and exclusions, please see the [Active Learning Trust Exclusion Policy](#) downloadable from our school website.

Behaviour outside of the school Premises

In some instances, Senior Leaders at the school have the responsibility to sanction pupils for behaviour outside of the school premises in accordance with this behaviour policy. The list below demonstrates some examples of when leaders may act regarding a pupil's behaviour off-site:

- When taking part in any school-organised or school-related activity.
- When travelling to or from school.
- When wearing school uniform.
- When in some other way identifiable as a pupil at the school.
- Demonstrating behaviour that could negatively affect the orderly running of the school.
- Demonstrating behaviour that poses a threat to another pupil.
- Demonstrating behaviour that could negatively affect the reputation of the school.

If a member of staff believes that a criminal act has taken place, this will be reported to the Headteacher. Following an initial assessment, a decision may be made to report the incident to the police.

Physical intervention (control and restraint) - the use of reasonable force

At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

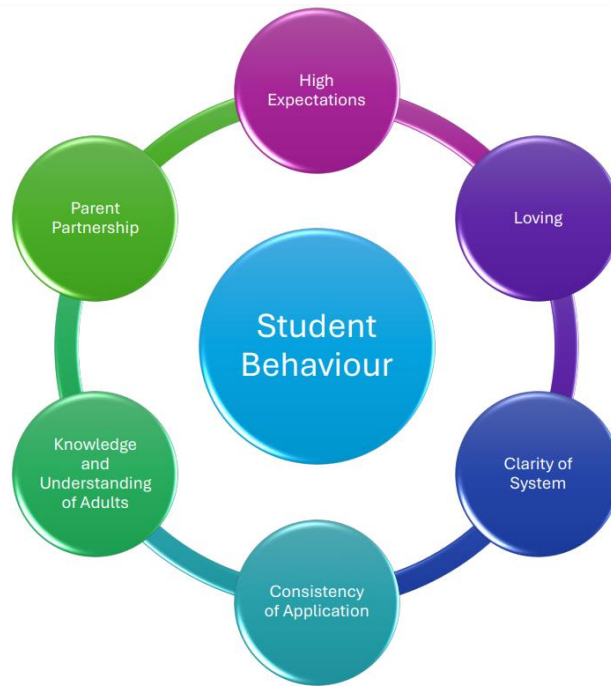
If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher.

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

Restorative Debrief

<p>1. What happened?</p>	<p>It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally important to give your account from your perspective without judging. Steer clear of, 'And then <i>you</i> decided it would be clever to empty the paint on poor Joseph.' Take care how you present your view. Go slowly and step carefully. If you have already decided on the outcome the questioning is redundant.</p>
<p>2. What were you feeling/thinking at the time?</p>	<p>This reflection helps the child to reconsider their actions and replay their thought processes.</p>
<p>3. What have you thought since?</p>	<p>This question might allow the pupil a change of attitude, a shift in explanation or even an apology. Some of their thoughts will have been negative, angry or frustrated. You may need to tease them out.</p>
<p>4. How did this make other people feel?</p>	<p>The child may be unaware of how other people reacted to their behaviour. We want to make sure the child has the opportunity to consider others-classmates who were worried by their anger, visitors who were shocked or younger children who were scared.</p>
<p>5. Who has been affected and how?</p>	<p>Often the first response is, 'Me, I got sent out. I am missing <i>my</i> break.' Gentle encouragement will help them see the bigger picture. You are teaching them to use their conscience.</p>
<p>6. What should we do to put things right?</p>	<p>It is important that an apology is not demanded. There may be other ways to put things right. Even if an apology is the correct step from the adult's point of view, resist the urge to guide the conversion that way. A forced apology is worthless. They may apologise in a tone that you don't like but resist the urge to criticise as they may need support before they get it absolutely right. Try to accept an apology with enthusiasm and reciprocation, even if it could have been said with a little more feeling.</p>
<p>7. If this happened again, how could you do things differently?</p>	<p>Forward thinking and visualisation is the key. Prior planning will help the child recognise when their behaviour pattern begins. This doesn't mean they will immediately be able to change direction, but they will certainly be more aware of their poor choices.</p>

Principles of good Practice



High Expectations: Leaders exemplify an unwavering commitment to upholding the highest standards of behaviour, ensuring an environment where respect, responsibility and excellence are demanded. Leaders show a firm belief in the equality of students and their unequivocal right to learn in an environment free from disruption. Leaders leave no room for compromise in their dedication to establishing and preserving these standards and their resolute purpose of excellence is palpably evident in the tangible outcomes observable throughout the school.

Loving: Leaders exemplify the core values of the school, and these are evident in the relationships established between adults and students fostering profound connections. Students are genuinely cared for and feel cherished, adults demonstrate an unwavering dedication to providing the best opportunities for them, socially, emotionally, mentally, and academically. Leaders enthusiastically inspire with a passion and devotion for learning.

Clarity of System: The organisation has well-defined structures, protocols, and procedures that guide how behaviours are understood, addressed, and managed. With clarity comes transparency, ensuring that all stakeholders—whether they be students, adults or parents have a clear understanding of expectations, rewards, and consequences. The clarity fosters consistency and fairness in the application of behavioural standards, promoting a sense of trust and predictability within the community.

Consistency of Application: Consistency in the application of a behaviour system entails adhering to established rules, expectations, and consequences in a fair and uniform manner across all situations and individuals in line with the expectations of the school leadership.

Knowledge and Understanding of Adults: Leaders ensure adults are well-trained and knowledgeable in behaviour management, equipping all adults with the skills, strategies, and insights necessary to understand, address, and positively influence behaviour effectively. Adults have a deep understanding of developmental psychology and show expertise in communication techniques, and de-escalation strategies, enabling them to engage with individuals in a proactive, empathetic and effective manner. Leaders empower a collaborative and learning culture where best practices are shared and continuously refined.

Parental Partnership: There is a positive and helpful relationship between the school and parents based on open communication, mutual respect, and collaborative problem-solving. The school gains valuable insights into a student's home environment and individual needs, enabling them to tailor interventions effectively. Parental involvement promotes consistency between home and school environments, reinforcing expectations and reinforcing positive behaviours across settings and empowering parents as active partners, cultivating a sense of community and shared responsibility for the outcomes for students.

Behaviour Intervention Toolkit

Behaviour	Positive Phrasing	Limited Choice	De-escalation	Protective Consequence	Educational Consequence	Planning and Preparation
<p>Leaving their desk without permission</p> <p>Leaving the carpet during input/story without permission</p>	<p>“The expectation is that you stay seated at your desk.”</p> <p>‘Who else can I see sitting well at their desk?’</p> <p>“I can see you may not be comfortable there but stay seated until we have finished, and we can try to make it better.”</p>	<p>“You have the choice; you can sit here with the group, or you can sit here on your own.”</p> <p>“There is a chair free at this desk or at this desk.’</p> <p>“There is a space next to me on the carpet or you can sit at your desk.”</p>	<p>“I just want to check you have everything you need, check you can hear from where you are, and you can listen/work from there.”</p>		<p>“Because you weren’t with the group, I will have to check your understanding quickly at the start of break.”</p>	<p>Conference with the child to understand why they do not wish to sit in their spot. Make arrangements with the child to ensure they are given everything they need to succeed.</p>
<p>Refusing to complete the work set</p>	<p>“I know that you would like to..... but the expectation is that you complete..... First you must then you can.....”</p>	<p>“I can see you are not ready to complete your work now, so you can either..... or and we will return to the maths when you are ready.”</p> <p>“I wonder if we would be able to complete the work in this spot or in the book corner.”</p>	<p>“If you wish, you can choose to finish the work at a later time.</p>		<p>“Because you were unable to complete the work during lesson time, we will have to catch up to make sure you are ready for the next lesson.”</p>	<p>Review planning and ensure that lessons are engaging are within the capabilities of the child.</p>

<p>Not taking part in P.E.</p>	<p>"I notice that you are not ready to join with P.E. now, the expectation is that you join your group. Take your time and when you are ready you can rejoin the activity."</p>	<p>"This group is need of an extra person or you can work with me."</p>	<p>"You can have a go later if you wish."</p>		<p>"After class we can discuss the parts of the lesson you found difficult"</p>	<p>"Change plans to ensure the child feels listened to and is encouraged to take part in the next lesson. Praise success."</p>
<p>Not following instructions</p>	<p>"The instruction was for.... well done to Who have followed that instruction." "I can see you are not following the expectation; would you like me to explain it again."</p>		<p>"You can have a go at completing the instructions later."</p>		<p>"We will need to discuss this later to ensure you understood the task."</p>	<p>Debrief with the child to ensure they understood the instructions given in class. Explore ways that instructions could be delivered to assist the child - could be written steps with visuals.</p>
<p>Continued disruption/calling out/being argumentative</p>	<p>"The expectation is that we listen to others in the class, and we take turns, who can I see who is meeting that expectation." "I notice that you are not ready to learn. When you are ready, we can talk about your learning before break." "I notice that you have the answer but at the moment I am choosing who will answer; write</p>	<p>"At the moment you are choosing to call out in the lesson, you can either listen now or I can explain the lesson to you later." "When you are ready, we will need to talk how important it is to make sure everyone is able to learn. You can talk to me or to...."</p>	<p>"We will have to explain the work and complete it later."</p>		<p>Ignore the behaviour and speak to the child about their behaviour after.</p>	<p>If the child struggles to not call out, provide alternate ways for them to communicate. If they get frustrated when not given the opportunity to answer provide them with another way to answer e.g. on a whiteboard.</p>

	your answer down on the whiteboard and I will check after.”					
Swearing/Name Calling/Lying	I notice that you are upset/not happy at the moment. When you are ready, we can talk.	“When you are ready we can go to or to to talk about what has happened. “ “When you are ready you can talk to me about this or you can talk to?”	“I notice you are upset at the moment. I will listen to you when you are able to speak appropriately.”	Redirect the child’s attention away from what is upsetting them. Remove the cause of the upset if the child is refusing to move.	Debrief with the child once some time has past. This could be in another session/the following day.	Once the cause of upset has been identified work with the child to agree an action to ensure that the behaviour is not repeated.
Self-Exiting	‘I can see that you are not happy at the moment.’	“Come back into the room when you are ready and we can talk here or with who would you like to talk to, me or?” “You can come and find me when you are ready.”	I can see you are not happy at the moment. When you are ready to come back to class, I will listen.’ (then ignore until they are ready as long as another adult is in the vicinity).	Remain aware of the location of child. Supervision can be kept from a distance whilst the child self-regulates.	Conference with the child to identify early warning signs for needing to leave the classroom and agree on signals to show the child wishes to leave.	Identify a designated safe space for the child in the class.
Damage to property	‘I can see that you are not happy at the moment.’	“When you are ready we can talk here or in the library/office/classroom.”.		Risk assess the area surrounding the child. Move objects away from the child that could cause damage and supervise the child from a safe distance.	Assisting with repairs or planning the repairs.	

<p>Stealing</p>	<p>'I can see that you have taken something that doesn't belong to you.'</p>	<p>'When you are ready to return it, you can give it to me or put it in the box.'</p>		<p>Research the real world implications</p>		
<p>Leaving the school building</p>	<p>'I am not chasing you. I'll be standing here to make sure you are safe. When you go to (adult) inside, we can solve the problem.'</p> <p>'Name, you have left the school premises, so I am calling the police.'</p>	<p>'I can see there is something wrong. Do you want to come inside and talk to...'</p> <p>'When you come in would you like to go to the carpet or your safe space?' (repeat)</p>		<p>Possible limit to outside space</p> <p>Escorted in social situations/breaktimes</p> <p>Restricted off-site activities</p>	<p>Discussion with pupil</p>	
<p>Spitting (directly at another) Hair pulling Pushing aggressively Scratching Pinching Hitting Kicking Fighting Biting Punching Throwing furniture Physical or verbal bullying (see Bullying Policy for definition)</p>	<p>"Your actions have hurt me/child's name. Use your words and I will listen."</p>	<p>'I can see there is something wrong. Do you want to come inside and talk to ...'</p>	<p>"Child's name....., I can see something has happened.' 'I am here to help.' 'Talk and I will listen.' 'Come with me and"</p>	<p>limit to outside space</p> <p>Escorted in social situations/breaktimes</p> <p>Differentiated teaching space</p>	<p>Restorative debrief and continued pupil conferencing with a trusted adult.</p>	<p>Referral to SLT</p> <p>Follow up education will be needed in these incidences with careful planning; for example, conflict resolution.</p> <p>This will be carried out by members SLT and the pastoral team.</p>