



THE HILL
PRIMARY ACADEMY
Astrea Academy Trust

INSPIRING BEYOND MEASURE

Behaviour Policy

Date	September 2018
Written by	Inclusion and Safeguarding Manager
Adopted by Trust Board	
Adopted by LGB	
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Consulted with NJCC	

Introduction

Good behaviour is central to all we do at The Hill Academy. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the Academy's life. All members of staff will set consistent high standards and students will be given clear guidance on what is expected of them. The Academy Rules will be learnt and followed by all and rewards and sanctions will be used to underpin and reinforce good behaviour. We will work in partnership with parents/carers to ensure that the Academy's values become central to the lives of students. Every morning children will be met and greeted by senior leader's class teachers and support staff. Both staff and children will be encouraged to use `fantastic walking` and classes to use `Legendary line up.`

We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding and in respect of pupils with Special Educational Needs. At The Hill we embrace the 'Thrive' approach. If children have been emotionally 'thrown off track', Thrive helps us understand the needs being signalled through children's behaviour and gives us targeted strategies and activities to help them to re-engage.

OBJECTIVES

1. To create an ethos of good behaviour in the Academy. This will ensure that students are happy, secure and safe.
2. To ensure that all are treated fairly, shown respect and to promote good relationships.
3. To help students lead disciplined lives and to understand that good citizenship is based upon good behaviour.
4. To build an Academy community which values kindness, care, good humour, good temper, obedience and empathy for others.
5. To use good behaviour to promote community cohesion.
6. To prevent incidents of bullying. (See Anti Bullying Policy)

Managing Behaviour

Our rules are very important to us and we talk about them every day, at The Hill we:

<p>Be Respectful</p> <p>What does it mean?</p> <p>Being respectful is all about the way we treat each other. In our Academy we are polite, kind and helpful.</p> <p>We look after each other and we think about how other people might be feeling. We try not to upset each other.</p> <p>We treat everybody well, not just our friends.</p> <p>We show respect for our Academy building by looking after everything that is in it. We keep it tidy and clean and we try not to break or lose things.</p>	<p>Be Generous</p> <p>What does it mean?</p> <p>Being generous is about sharing. It is about being willing to give something to help somebody else, for any reason.</p> <p>It means that we try to give our help, our time, our friendship and our toys, even when we find it difficult.</p> <p>We try to be free-hearted and open-handed which means that we will be generous with whatever we have in our heart and whatever we have in our hands!</p>
<p>Be Honest</p> <p>What does it mean?</p> <p>Being honest is about telling the truth. It means that if we do something we know is wrong then we own up and try to put it right.</p> <p>Being honest is also about 'doing the right thing'. We try to be fair when we are working and playing and reliable so that people can depend on us.</p> <p>We also need to be honest about what we can and can't do, and to learn to ask for help when we need it. This is a big part of 'being a learner', too.</p>	<p>Be a Learner</p> <p>What does it mean?</p> <p>We hope that you will enjoy being at our Academy but we must not forget that we are all here to learn.</p> <p>Being a learner means that you are always ready to listen and work hard. It means that you know it is important to work hard in the Academy so that you can get the job you want when you are grown-up.</p> <p>It means that we let other people be learners, too. We don't disturb them when they work and we will give them time to talk and think without interrupting.</p>

Rewards

- ❖ Praise - verbal, written, sticker, friendly word or gesture, house points.
- ❖ Certificates; Star of the week (academic achievement), Good to be Green (awarded termly to children who have remained on Green).
- ❖ Blue power star; awarded to children who have displayed outstanding behaviour representing school.
- ❖ Referral to Inclusion Manager/ Senior Leaders.
- ❖ Hot chocolate Friday with a member of the senior leadership team.
- ❖ Special responsibility, privilege or trust, this could include; 1st inline/ out at break, being a monitor, lunch with the principal, reading ambassadors.
- ❖ Informing parents - communicating good news whenever possible, a phone call and Marvellous Me notifications.

Responsibilities and Privileges

Class	Responsibility	Privilege
EYFS	Register monitors Water plants outside EYFS Class teddy	First in line for dinner VIP treat Top table Hot Chocolate Friday
1/2	Milk/ water monitors Register monitors Class teddy	First in line for dinner VIP treat Top table SLT support Hot Chocolate Friday
3/4	Milk/ water monitors Register monitors Eco monitors Care taker helpers - 1 per year group Playground leaders	VIP treat Top table SLT support Hot Chocolate Friday
5/6	Milk/ water monitors Register monitors Eco monitors Care taker helpers- 1 per year group Reading buddies Playground leaders	VIP treat Top table SLT support Hot Chocolate Friday

Good to be Green Behaviour Scheme



At The Hill we use the 'Good to be Green' Behaviour Scheme. For consistency and clarity the Good to be Green Behaviour System is used throughout the school. The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code. The scheme is very visual, which allows our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has been given a warning or Amber or Red, they can start afresh after morning break and lunch time.

Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The card says 'It's Good to be Green!' and the children soon learn to associate being on Green with a feeling of having done the right thing.

At the end of the week all children that have remained on Green will have a positive message sent to parent/carer by the Principal/SL, at the end of the term all children who have remained on Green will be awarded with a pin badge.

If a child's behaviour has been exceptional going above and beyond a 'Good to be Gold' sticker will be awarded.

What Happens When Things Go Wrong?

If, during the day, in lessons, or at break times, a child has to be warned of inappropriate behaviour, or has broken a school rule a 'Stop and think' card will be used: This is a verbal warning put into the child's pocket on the wall. This should be a reminder that they are overstepping the mark. As soon as they are back on with their learning it should be removed.

If the behaviour continues then Amber is given and the child moves the amber card into their slot. (This should not be at any point confrontational. A simple "You have chosen

to continue with your behaviour you need to place an Amber in, let's now see if you can earn it back." This can be earned back as behaviour improves.

If behaviour doesn't improve then the adult moves a red card in the chart:

"You have chosen to continue so you have chosen to move to red."

At red it will be 5 minutes at Break (staff), Lunch (SLT), Afternoon break/After School for Foundation Stage children this will take place on a time out mat within their classroom.

Sometimes, just the mention of moving a child onto a Red Consequence Card is enough to encourage them to behave appropriately.

Continuation within a lesson past red will result in time out (KS1 - Paired Class/KS2 - Selected area) the child will then return to class (for some children this may take a little longer).

When a child returns to class and the behaviour continues then a member of SLT will ring home with the child for the parent to speak to them.

If the child continues then they will spend 15 minutes after school (KS2) where applicable.

After each break this process starts again. Only Reds will be logged using a behaviour tracker. If a child makes it to red for 2 sessions in a day the class teacher must ring the parent and discuss the behaviour. Report cards will be used for children who make it to red 4 times in a week for the next 5 days. (These will be completed after each session and then the child must have the card signed by a member of SLT at the end of the day and the parent should also sign the report card)

There will be times when certain behaviours require more than the classroom process of behaviour and a straight red is required. There are certain behaviours that will automatically require a straight red. However, the consequences for these will vary.

- Straight Red 1 - 10 minutes lost at Break/Lunch/Afternoon break/afterschool.

Behaviours could include: Swearing, homophobic language, flipping a chair, leaving the classroom without permission, throwing something.

- Straight Red 2 - Sent to the principal/Member of SLT. Usually loss of lunch time, but could be more dependant on behaviour and if the behaviour has been repeated.

Vandalism, Physical aggression, Swearing at a member of staff/children.

If a child refuses to complete their 5/10/15 minutes at the end of the day and walks out then this is a refusal and the teacher will contact the parent and the consequence the next day. In general consequences won't carry over to the next day. However, where there are repeat incidents of behaviour in a short period of time or the member of SLT deems the behaviour to be significant enough then it may be appropriate for

the punishment to be more than one lunch time. At all points of lunch time a child will be taken outside for a short period of time to ensure some fresh air and run off excessive energy.

Lunch Time

During lunch time all staff will continue to use the `Good to be Green` scheme, all staff record incidents using the Behaviour tracker. Pastoral staff are on duty during lunch time, any significant incidents will be referred to pastoral staff immediately who will refer with SLT if required. Lunch time certificates and stickers are rewarded to children who are positive role models.

Physical Restraint

All members of staff are aware of the regulations regarding The Use of Force to Control or Restrain Pupils (relating to section 550A of the Education Act 1996). Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself, to prevent them from committing a crime or damaging property. Many of the staff at The Hill are 'Team Teach' trained - they are skilled in using de-escalation techniques, but will use positive handling techniques if reasonable force is required to resolve a situation. School staff will always take measures to try and avoid injury, but in extreme cases, it may not always be possible to avoid injuring the pupil. All incidents where positive handling is required will be logged using a Bound and Numbered book. A support and intervention plan will then be implemented for identified children; parents/carers will always be notified of this.

Children with specific needs

Children who have particular needs or difficulties may have additional support and specific intervention and support plans to encourage and develop good behaviour. This will however, still sit within our whole school guidelines.

Bullying

Bullying is intentionally causing physical and emotional harm to others and is usually repetitive and systematic. It may include physical or verbal abuse or assault, and may include deliberate exclusion of another or emotional and subversive intimidation. Bullying can be against pupils or adults. The school takes bullying very seriously and will respond assertively to any such behaviour and this policy should be read in conjunction with the school's Anti-Bullying Policy. Bullying is one form of unacceptable behaviour which adversely affects the development and learning of both the bullied child and the bully. If bullying is detected it will be dealt within the agreed procedures of discipline, and encouragement of good behaviour. Where necessary either child's parents will be involved. Persistent bullying may result in a pupil's exclusion.

Harassment

No level of racial, sexual or other harassment will be tolerated. The DfE (Dec 17) introduced new guidance for schools in relation to Sexual violence and sexual harassment. This can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual harassment: When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Any such incidences will be referred directly to the Senior Leadership Team, who will record the incident. All pupils involved will be interviewed, and parents informed as appropriate. Persistent harassment may result in a pupil's exclusion. Any concerns relating to sexual harassment and violence will provoke a response under safeguarding procedures, as stipulated in the Safeguarding Policy. By this, meaning that the Designated Safeguarding Lead will be informed and inter-agency communication such as social care, early help/identified professionals will be notified as deemed necessary.

Sexual violence

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003; Rape/ Assault by Penetration/Sexual Assault.

Support for staff

It is recognised that dealing with behaviour difficulties can be stressful for staff and it is not always easy to ask for help. We believe that dealing with difficult behaviour is

the collective responsibility of all staff in the school not just the teachers immediately concerned with a child, and we expect staff to be supported by the parents.

Where poor behaviour is difficult to manage in the classroom or playground situation, the Principal/ senior leaders will become involved. This may mean referring the child directly, or providing support and advice for the staff involved.

Staff Responsibility and Monitoring

In accordance within this policy:

All staff will have responsibility for the management of classroom behaviour, and share responsibility for the behaviour of children around the school (e.g. walking around the school, good manners etc). Some children may require an individual support plan to outline specific strategies for managing and supporting behaviour. All staff should be aware of the specific strategies to be used for such individuals so that a consistent and agreed approach can be maintained.

- Lunchtime staff are expected to manage and support behaviour at lunchtimes.
- The Principal/Senior Leaders will support and monitor pupil behaviour at all times, and will liaise with staff and parents whenever required.

Exclusion

Where a child's behaviour is in breach the Principal/ Senior Leaders reserve the right to use fixed term or permanent exclusion as a strategy for managing the situation.

Reasons for exclusion include:

- physical assault/ aggression
- verbal abuse and threatening behaviour,
- bullying, including cyber bullying,
- racist or sexual harassment & abuse,
- sexual misconduct,
- drug and alcohol related abuse,
- damage to school or personal property.

Persistent disruptive behaviour including disobedience and violation of the school rules is also reason for exclusion. Any exclusion procedure will be carried out in line with Astrea's exclusion guidance. When permanent exclusion is considered, there will be full consultation within the Trust.

We are confident that the students at The Hill respond well to the behaviour system. Most students behave extremely well in and out of the Academy and are a credit to the Academy and their parents/carers, and we will do all we can to help and encourage those few students who find it a little more difficult to behave in an acceptable way with the use of restorative practice. Everyone wishes the very best for all the students and they deserve to be able to learn in a calm environment without others disrupting the teaching and learning. By working consistently together we can ensure that every student does as well as s/he can and leaves The Hill well prepared for life at secondary school and beyond.

RELATED POLICIES

Exclusion Best Practice Guidance

Anti-Bullying

E-Safety

Safeguarding Policy

All of which are available on the school website via: <http://www.thehillacademy.co.uk>,

hard copies will also be readily available via the school office.