



THE HILL
PRIMARY ACADEMY
Astrea Academy Trust

INSPIRING BEYOND MEASURE

Behaviour Policy

Date	September 2021
Written by	Inclusion, Behaviour and Safeguarding Lead
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Introduction

Good behaviour is central to all we do at The Hill Primary 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. At The Hill we know that positive relationships built on respect and trust is the key to consistently positive behaviours.

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. We also have a Trauma informed practitioner to provide additional support for children that may have experienced adverse childhood experiences (ACEs).

Our objectives

1. To create an ethos of Ready, Safe and Respectful behaviour in the Academy. This will ensure that students are ready for learning and life experiences, respectful towards each other and the community we live in 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 support pupils in understanding their responsibility.
5. To build an Academy community which values kindness, care, good humour, good temper, obedience and empathy for others.
6. To use good behaviour and self-regulation to promote community cohesion.
7. To prevent incidents of bullying. (See Anti Bullying Policy)

Our school rules

Ready

Respectful

Safe

The Hill Primary is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline and self-regulation. It echoes our core values with a heavy emphasis on the principles of **Ready, Respectful** and **Safe** developed by the behaviour expert Paul Dix.

A community that is:

Ready to learn;

Respectful of themselves and others;

Safe in school

We are committed to a partnership approach to promoting positive behaviour and interventions that support staff and learners.

Children will:

- Work to the best of their abilities and allow others to do the same by being focused and engaged in their learning
- Treat all staff and pupils with respect and show good manners
- Follow instructions of school staff
- Take care of property and the school environment
- Ensure that interactions with staff and their peers are positive

Parents will:

- Support their child in adhering to the principles of Ready, Respectful, Safe
- Ensure that the agreement made in the Home-School Agreement is upheld
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Ensure that their child has good attendance (97% or above) and is in school on time
- Inform staff of any medical or other needs that may hinder their child's attendance
- Ensure that their child attends school in full uniform

Alongside these are our Astrea learning dispositions. By using these dispositions, we hope to instill them into our pupils enabling them to make choices based upon these desired traits of a good learner. They are as follows:

- Scholarship
- Curiosity
- Tenacity

Positive behaviours are rewarded through whole school systems which include:

- Recognition board displayed in all classrooms
- Postcards, text messages or phone calls home and stickers
- House Point system (N.B. adults will award pupils House Points in accordance with the agreed criteria so that pupils are awarded consistently and fairly)
- Bronze, Silver & Gold star; awarded to children who have displayed outstanding attitudes towards learning and received a set number of house points as follows, Bronze 50, Silver 100 and Gold 200.
- A Star of the week certificate (academic achievement)
- Special responsibility, privilege or trust, this could include; 1st inline/ out at break, being a monitor, lunch with the principal, reading ambassadors.

Clear and consistent management both within the context of the classroom and outside of the classroom are of paramount importance in establishing effective practice of promoting positive behaviour and self-discipline within the school.

The Hill Primary principles for promoting positive, values-based behaviour is built on the notion of **Ready, Respectful, Safe** developed by the behaviour expert Paul Dix.

Ready, Respectful and Safe are the three rules that underpin the behaviour we expect to see in school from all staff and children. When discussing behaviour, we expect to hear the language of Ready, Respectful, Safe being used by children and staff.

At The Hill Primary we want children to understand that all behaviour has consequences and that some of these are positive rewards and some are sanctions for inappropriate behaviour. It is our intention that children learn to make good choices about their behaviour. In order to achieve this, we understand that consequences must be consistently applied by all adults.

The Hill Primary recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships with all children.

Responsibilities and Privileges

As outlined above, those children who show that they can behave sensibly, in a mature manner, showing respect for others and have the right attitude towards their school work or are making an increased effort to do so can be rewarded with a privilege or the trusting of a responsibility. The table below outlines the responsibilities and privileges that may be awarded to each year group. This list is not exclusive or extensive and teachers may add to these.

Class	Responsibility	Privilege
EYFS	Register monitors Water plants outside EYFS Class teddy	First in line for dinner Special chair
1/2	Milk/ water monitors Register monitors Class teddy Student council	Choose class story Show and tell Show and tell in assembly
3/4	Milk/ water monitors Register monitors Eco monitors Playground leaders Student council Behaviour mentor Play time buddy Lunch hall helper	First choice of play equipment at break Inside time at break if desired to play to draw/use IT etc.
5/6	Milk/ water monitors Register monitors Eco monitors Reading buddies Playground leaders Student council Behaviour mentor Playtime buddy Lunch hall helper	

Behaviour Pathway

At The Hill Primary, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. In addition to this, conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the class teacher/LSA.

The Behaviour pathway is summarised in each classroom. It follows this progression:

Non-verbal cues/gentle approach

Reminder

Warning

Consequence

Follow up, repair & restore conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the follow up, repair, restore conversation then the guidelines below are followed:

Sent to SLT/HT

Parents phoned

Parents called to the school

Seclusion/Exclusion

1. Non-verbal cues/gentle approach - use of child's name, reference to expected learning behaviours, child level, eye contact, deliver message.

2. Reminder

I noticed you chose to (noticed behaviour)

This breaks our school rule of.....

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.

Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

3. Warning

I noticed you chose to (noticed behaviour)

This is the second time I have spoken to you.

Do you remember when (Model of previous good behaviour)?
that is the behaviour I expect from you.

I know that you can make good choices. Thank you for listening.

Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. If you choose to break the rules again you will need to leave the room/miss some of your playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

4. Consequence

I noticed you chose to (noticed behaviour)

You need to have some time in another class/miss some of your playtime.

I will come and speak to you at the end of the session.

5. Follow up, Reflect, Repair, Restore

Whether a behaviour incident occurs in class or during break times, there should always be a follow up conversation based on the principles: Follow up, reflect, repair, restore. This should include the questions as detailed in Annex A:

Break/ Lunch times

We apply the same behaviour pathway during break times:

Non-verbal cues/gentle approach

Reminder

Warning (to stand next to a member of staff/have time on the time out bench)

Consequence

Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful.

You have now chosen to go and sit on the time out bench. I will come and speak to you in five minutes. Thank you for listening.'

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. These children will have bespoke 'Support and Intervention Plans' that can be found in each class. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be differentiated to cater for the needs of the pupil. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Repeated incidents

For some children in school we will need to adapt our behaviour system to enable them to access their education and to support them in being the best learner that they can be. Therefore, if a child is repeatedly behaving below the teacher's expectations and the class teacher has met with parents and behaviour continues to be unacceptable then a meeting should be requested with the Inclusion, behaviour and safeguarding lead in order to detail what appears to be going wrong and to have meaningful discussion to form a detailed plan to move forward. This will be monitored and reviewed by the Inclusion, behaviour and safeguarding lead as necessary. The Inclusion, behaviour and safeguarding Lead will alert/involve the Principal and the rest of the SLT as necessary.

Off-site Behaviour

The Hill Primary pupils are expected to have high standards of behaviour and attitude when representing the school off-site in any event or trip. Sanctions may be applied where a pupil has misbehaved off-site when representing the school. Sanctions will be aligned to the severity of the pupil's misbehaviour and the school will maintain a level of flexibility when deciding on the sanction. If a pupil shows any serious misbehaviour, they would be likely to be removed from the trip. A member of the SLT will make this decision by communicating with the trip/event leader and parents will be informed immediately.

Positive handling

The Hill Primary adopts the Team Teach approach to de-escalation and the positive and safe handling of pupils. Staff will not handle a pupil unless there is an exceptional circumstance whereby they may need to intervene physically to hold a child/ren to keep them safe, prevent a child/ren injuring himself/herself, or to prevent them injuring another child/ren or member of staff. The use of such physical contact or restraint will only be used if it is clearly in the best interests of the safety of pupils or other members of the school community. The actions that we take are in line with government guidelines on the safe and positive handling of children.

In some circumstances, Team Teach trained staff may use reasonable force to restrain and positively handle a pupil in order to keep them or others safe. In very exceptional circumstances, though, any member of The Hill Primary staff may intervene and use reasonable force if they deem this appropriate to keep the child or other children and adults safe from harm.

Incidents of physical restraint must:

- Always be used as a last resort when de-escalation strategies have been unsuccessful
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in a Numbered and Bound book, on SIMS and CPOMS, and reported to parents
- Be discussed with the pupil after the event.

All incidents where positive handling is required will be logged using a Bound and Numbered book and the event added to CPOMS within 24 hours of the incident taking place. A support and intervention plan/ risk assessment will then be implemented for identified children; parents/carers will always be notified of this.

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.

Weekly monitoring sheet

The weekly monitoring sheet must be sent to the Inclusion, Behaviour & Safeguarding lead at the end of the day each Friday. Parents may be contacted if warnings are at an unacceptable level or are increasing. The effectiveness of the policy is monitored by the SLT. Statistics relating to the number of exclusions and entries provide the raw data for monitoring.

Individual profiles on behaviour can be drawn up from within this data and are used as part of reports for a variety of groups who may have an interest in the behaviour improvement of individual children. E.g. children who are looked after, SEND children and those subject to a child protection plan.

The Principal/Senior Leaders will support and monitor pupil behaviour at all times, and will liaise with staff and parents when required. Incidents of behaviour that is in breach of the school rules are recorded on The Hill Behaviour Tracker and serious breaches are also recorded in CPOMS. Frequent reports are run in order to allow SLT to monitor behaviour across the school.

In the first instance, incidents of poor behaviour are communicated to parents informally. If the behaviour is extreme or incidents of poor behaviour are frequent or persistent a formal meeting will be arranged to discuss this the class teacher followed by a member of SLT.

Exclusion

The Hill Primary is an inclusive school and we work hard to develop strategies to include all children. However, in extreme cases, the school will make exclusions to maintain the health and safety of all our community. The school follows the guidance by the Department for Education. The standard guidance can be found in 'Exclusions from maintained schools, academies and pupil referral units in England' -

<https://www.gov.uk/government/publications/school-exclusion>

Internal exclusion will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or an extreme and serious single incident. Any pupil on internal exclusion will not be allowed out to play and must spend lunchtime inside.

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

Reasons for exclusion can 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 Primary 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 Primary well prepared for life at secondary school and beyond.

This policy gives them the opportunity to correct their behaviour knowing that they will gain rewards if they choose to follow the rules and face the consequences if they choose to break the rules.

Let us give children the tools to empower themselves to make the right choices about their behaviour.

RELATED POLICIES

Exclusion Best Practice Guidance (Astrea)

E-Safety and Prevent Risk assessment

Behaviour Best Practice Guidance (Astrea)

Safeguarding Policy

Anti-Bullying

Uniform expectations

All of which are available on the school website via: <https://www.astreathehill.org/> hard copies will also be readily available via the school office.

Annex A

Reflection sheet

If you have asked for a time out or have been asked to take a time out then we can use this sheet to help you sort out what has happened. These questions can also help us when things have gone a bit wrong and we need to sort them out.

You can read the questions and use the answers to pick one that you think helps answer, but if you want to add things of your own then you can!

Is there anything we can do to help you right now? Would you like a drink of water?

1. What has happened?

2. What were you thinking when that happened?

Here are some words that may help you, you could circle one from below if that helps.

Angry? Sad? Scared? Worried?

Confused? Struggling? Frustrated? Happy?

Excited? Bored? Anxious?

3. Now that you are sitting in reflection, what are you thinking about the situation now?

Here are some words that may help you, you could circle one from below if that helps.

Angry? Sad? Scared? Worried?

Confused? Struggling? Frustrated? Happy? Excited?

Bored? Anxious? Silly? Disappointed? Upset? Hurt?

4. Who do you think has been affected by what happened?

You can write your own list or circle some from the ideas here

Me, a pupil, miss, my TA, a member of staff, Mum? Other member of staff

5. What ideas do you have for how we could sort things out?

Help someone? Say sorry? Draw a sorry picture? Talk to the adult involved?

6. What choices could you make next time that would help things to not end badly?

Ask an adult for help? Use focus hand? Use your emotion cards? Try to stay calm? Make the right choice to walk away? Ask for a truck stop? What ideas have you got?

7. Do you feel ready to talk about what has happened and go through the reflection sheet?

Circle one.....

Yes please or not yet

I would like a couple more minutes to reflect.

When you are ready a member of staff will go through the answers and support you in moving forward, well done for filling this out! We are proud of you for taking this seriously.

.....(childs name)

The following work must be completed at home this evening(date) to make up for learning time lost during the school day due to your behaviour.

Please return this book to school tomorrow morning

Please ask a parent or guardian to sign here to confirm that they have seen this note and that you have completed the work to the best of your ability;

Parent Signature.....

.....(childs name)

The following work must be completed at home this evening(date) to make up for learning time lost during the school day due to your behaviour.

Please return this book to school tomorrow morning

Please ask a parent or guardian to sign here to confirm that they have seen this note and that you have completed the work to the best of your ability;

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