



# **Hillside Community Primary School**

## **Positive Behaviour Management Policy**

### **Mission Statement**

***We at Hillside strive for excellence in education by providing a safe, secure, caring family environment, where individuals are valued and respected, enabling them to reach their full potential.***

## Contents:

### Statement of intent

1. Legal framework
2. Aims and Principles
3. Roles and responsibilities
4. Definitions
5. Staff induction, development and support
6. Social, emotional and mental health (SEMH) needs
7. Rewarding positive behaviour
8. Managing behaviour
9. Prevention strategies, interventions, and sanctions for unacceptable behaviour
10. Sexual abuse and discrimination
11. Smoking and controlled substances
12. Prohibited items, searching pupils and confiscation
13. Effective classroom management
14. Behaviour outside of school premises
15. Data collection and behaviour evaluation
16. Monitoring and review

### **Appendices**

1. Code of Conduct
2. Dojo Points
3. Checklist of Responses to Poor Behaviour Choices
4. Behaviour Curriculum
5. Behaviour Stages

## Statement of intent

The aim of school discipline is to encourage every pupil to behave in a responsible manner based on a concern for the rights of other individuals, in short, to lead pupils to exercise self-discipline. At Hillside we aim to foster a tolerant, caring attitude towards others. School rules are intended for the good of everyone - school should be a happy and secure place for all. We aim to provide a positive, happy and caring ethos in the school where teachers, other adults and parents treat each other with respect and fairness.

All pupils have the right to an education, which offers them the best opportunities to work hard, be happy and make good progress. Teachers are here to create the right environment and opportunities for this to happen. Many others contribute towards this process.

Our school values are an integral part of this environment and the vast majority of pupils do support and contribute to these values by making positive choices and behaving appropriately. However, as in many schools, there are individuals who, for a variety of complex reasons, have difficulty following the rules and present more challenging behaviour. Generally, these pupils require a wide range of approaches to help support them in school.

It is important to create and maintain as far as possible a purposeful, orderly and safe learning environment for all pupils; we acknowledge that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

**Signed by:**

**Headteacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Chair of Governors:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct (**Appendix 1**)
- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

## 2. Aims and principles

We believe that the most effective way of achieving our aims is to encourage and praise positive behaviour following a \*\*Restorative Approaches technique.

Restorative Approaches in Schools is a strategy that provides staff with the skills and knowledge to effectively tackle conflict and behavioural problems. The aim of employing restorative approaches is to avoid situations in which schools are obliged to resort to more extreme measures of behaviour management such as exclusion by empowering teachers, parents and pupils to tackle problems at grass-roots level.

We promote an ethos, which values & treats all stakeholders with respect & kindness by:

- Looking after each other and our environment
- Taking pride in ourselves and our community
- Welcoming open and respectful communication
- Working together to build a culture of supportive challenge
- Having the highest expectations and aspirations
- Celebrating equality and diversity

It is very important that rewards and sanctions experienced by our pupils are at all times consistent and fair.

***At no point should rewards be removed once the children have earned them.***

*\*\* As with all techniques / strategies, they do not necessarily work with all children and this can be the case with Restorative Approaches, in particular with children who have insecure attachments e.g. CLA / Adoptees. Staff should be aware that Restorative Approaches may work best with some children as a 1:1 conversation rather than as a restorative conversation with the 'harmed', and should use their professional judgement in such cases. Children should still be encouraged to reflect on their behaviour and make amends {apologise} in a suitable manner.*

### **3. Roles and responsibilities**

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the Headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, Headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

## 4. Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport

- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

## 5. Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

## 6. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school’s SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

## 7. Rewarding positive behaviour

At Hillside we feel that acknowledging and rewarding good behaviour is a fundamental part of providing a happy and secure environment that promotes learning, confidence and self-

esteem amongst the pupils. In order to encourage the pupils to practice good behaviour, we operate a system of praise and reward. This system is available for all pupils using a variety of strategies dependent on their age.

Pupils at Hillside can be rewarded for academic and non-academic achievements, e.g. for effort, for demonstrating improvement or helpfulness, attendance or punctuality, good manners. Incentives range from verbal praise through to Dojo Points, certificates, stickers, and prizes.

When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

We will also be aware that persistent poor behaviour is associated with:

- Poor relationships or attachments
- Poor self-esteem
- External problem related to home
- An inappropriate curriculum
- Inadequate teaching methods

Whole School Reward / Incentive Systems:

- House Points: each class is divided into 4 teams based on the planets (siblings should be within the same house team where possible). Dojo points are used as a visual reward system but these equate to house points for ease of collection / counting for whole school assembly and must not be removed once earned. Whole school categories have been agreed upon for earning Dojo points (**Appendix 2**).
- Friday celebration assembly; certificates awarded to children who are role models as well as 'Jigsaw' PSHE certificate (child's names within weekly newsletter)
- Hillside Hero: 'dip in the Hillside Hero box' for mini prize
- Class attendance points awarded weekly; weekly prize for best attendance or most improved cohort
- Attendance certificates awarded on termly basis
- Visit to Headteacher / Deputy Headteacher / Assistant Headteacher / for praise
- Written comments on pupil's work / verbal acknowledgement
- Affording pupils opportunity to undertake specific areas of responsibility
- Use of school reports to comment favourably on good work, academic achievement, behaviour and general attitude
- Display of pupil's work to increase self-esteem

Dojo points are the visual reward system used throughout school. Whilst pupils on individualised behaviour plans (as set up by SENCo / SWAT) may have personalised visual aids to support their targets (including behaviour), further visual aids (e.g. rainbows / clouds / names on board) are not recommended for a variety of reasons.

Research has found that behaviour charts:

- They track behaviour, but they do not change it.
- The chart can be demoralizing for pupils (mostly boys) that cannot adhere to the teacher's expectations.
- The chart makes the assumption that the pupil is going to misbehave. Prior to the pupil even entering the classroom it is assumed they are 'naughty'.
- The intention of the chart may possibly be to remind the pupil of his/her behaviour, however it is still embarrassing (and shameful) for them. It is a public display of "I am bad... I am on the cloud" for all classmates, parents, and other school personnel to view and judge.
- For the pupils who can always maintain "green," they often feel increased pressure, stress and worry to maintain, do well. Often they are observing their classmates frequently change the colours on the chart, they observe the negative impact it has on peers.

## 8. Managing behaviour

Whilst we aim to always reward positive behaviour, we acknowledge that there will be times when we have to deal to with behaviour that is unacceptable. As with rewards for positive behaviour, it is vitally important that we deal with any unacceptable behaviour in an agreed and consistent way (**Appendix 3 'Checklist of Responses to Poor Behaviour'**)

The following are behaviours that we, as a school, view as unacceptable:

- Repeatedly not following instructions / refusal
- Non completion of tasks
- Non engagement with staff
- Use of inappropriate language including racial / homophobic abuse
- Deliberately distracting others / provoking others
- Physical aggression
- Damage of property / resources
- Persistent bullying
- Stealing vandalism

When a pupil misbehaves, our responses should follow the 'Behavioural Stages' outlined in **Appendix 5**.

Depending on the severity of the incident, staff should be mindful to use Restorative Approaches to mend any wrong-doing.

For instances of 'red' inappropriate behaviour, the Headteacher will consider whether a period of suspension or permanent exclusion is necessary, in line with the Lancashire's Suspension and Exclusion Guidance, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Incidents should be logged on CPOMS as set out in our Behavioural Stages by whichever member of staff has dealt with the incident, as soon as possible (and before they leave the school premises); actions arising from such incidents should be logged by the responding member of staff as an 'action' and **not a separate incident**.

Should parents be experiencing problems with their pupil's behaviour at home, they are encouraged to discuss their issues with either the class teacher or a member of the SWAT team. The school is here to offer support and provide information on agencies available who will try to help families in this situation.

## **9. Prevention strategies, intervention, and sanctions for unacceptable behaviour**

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

### **Whole school approach**

All members of staff are trained within Restorative Approaches. A simple 5 question approach to conflict management is followed, with prompt cards provided for staff. Upper Key Stage 2 pupils are also trained within Restorative Approaches as Peer Mediators; they are enabled to deal with low-level conflict situations on the playground thus eliminating the need for adult intervention. Training encourages pupils to be pro-active in their own behaviour management, whilst supporting peers empathetically.

Wherever possible the class teacher will deal with problems as they arise. Parents are to be informed in the early stages so that the teacher, parent and pupil can work as a team to try and rectify the problems. With persistent cases of bad behaviour the pupil should be referred to the SWAT Team, who will provide advice for the observed behaviour, help the teacher implement additional strategies as necessary, and evaluate progress on a regular basis.

### **Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

## **PSHE curriculum**

A weekly PSHE lesson is timetabled in all classes. It is central to the ethos of raising pupil's self-esteem. Additional Circle Times are also planned for which have a clear structure. These can focus on classroom/playground issues that may arise, as well as national initiatives such as anti-bullying. Circle times include games to encourage positive relationships, peaceful problem solving, ways to calm down and describing feelings, all of which reinforce Restorative Approaches.

## **Behaviour curriculum**

Positive behaviour will be taught to all pupils as part of the behaviour curriculum (**Appendix 4**), in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

## **Initial interventions**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing learning mentor support
- Short-term reward charts
- Long-term behaviour plans
- Support from external agencies e.g. GIST
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an Early Help Assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist (reference Lancashire Behaviour Pathway)

## **Preventative measures for pupils with SEND**

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

## **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

All staff will be trained with Team Teach de-escalation strategies.

## **Physical intervention**

Whilst all staff have the power and the duty to use reasonable force to prevent pupils from hurting themselves or others, from damaging property or causing disorder in order to maintain good order and discipline in the classroom, trained members of staff may use 'Team Teach' strategies to remove a child from the situation.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is

necessary. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention the Headteacher and the pupil's parents will be informed. Where appropriate, the Headteacher may decide to temporarily remove the pupil from the school via a suspension.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the Headteacher to determine what behaviour necessitates an exclusion, in line with Lancashire's Suspension and Exclusion Guidance.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

### **Removal from the classroom**

The school may decide to remove pupils from the classroom for a short period of time. This may be to a 'partner class' for 'time out' following a 2<sup>nd</sup> yellow card.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

A more formal internal exclusion will be supervised by SLT.

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The Headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher, alongside the SENCO, will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

### **Detentions**

Whilst Hillside Community Primary School does not implement 'after school' detentions, there may be occasions when a pupil is required to miss a break or lunchtime play due to misbehavior or not completing work set within lessons; we do not however use the term detention with the pupils, instead discussing the loss of a play time as a '*consequence of chosen behaviour*'.

It will however be made clear to parents and pupils that teachers are legally entitled to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

## **10. Sexual abuse and harassment**

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Anti-bullying Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding Policy and Child Protection; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

## **11. Smoking and controlled substances**

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school. The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Safeguarding and Child Protection Policy, following Lancashire guidelines.

## **12. Prohibited items, searching pupils and confiscation**

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are (using the DfE's 'Searching, Screening and Confiscation' guidance:

- Knives and weapons
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above.

Weapons, knives and pornography (including child pornography) will be handed to the police.

### **13. Effective classroom management**

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school's Code of Conduct which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.

- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

### **Classroom rules and routines**

Our Code of Conduct is the basis for our Behaviour Curriculum and therefore sets out consistent expectations for all year groups.

The Code of Conduct is displayed in each classroom and throughout the school, and discussed appropriately with all pupils, depending on age and ability. These are followed as 'school rules', so there are no differing 'class rules'.

### **The classroom environment**

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

## **14. Behaviour outside of school premises**

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously.

## **15. Data collection and behaviour evaluation**

The school will collect data from the following sources:

- CPOMS behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed by the Headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

## **16. Monitoring and review**

This policy will be reviewed by the Headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders. This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request. The next scheduled review date for this policy is January 2025.

### **Appendix 1**

### **Code of Conduct**



# Our Code of Conduct at Hillside Community Primary School



1. We are kind, caring, helpful and polite, so that our school is a safe and happy place.

2. We work hard and do our best so that we are proud of ourselves and our work.



3. We look after the school and its resources so that we have a pleasant place in which to learn.

4. We move quietly and slowly around the school to avoid accidents and so others can work.



5. We are good friends and treat each other with respect so everyone is welcome in our school.

6. We settle our arguments quickly by talking about them so that no one is ever hurt or upset.



7. We listen carefully so that we learn from our teachers and from each other.

8. We look after each others' property so that all our belongings are safe.



## Appendix 2

## Dojo Points



Making the right choice



Being kind and helpful



Independence



On Task



Teamwork



Perseverance



Punctuality



Working hard



Outstanding learning



Spellings



Homework



Reading at home

**Earn 50 Dojo's in a week to be in the Dojo raffle every Friday.**

**Every Dojo is a team point for your house team!**

### Appendix 3

## Checklist of Responses

### Checklist of responses to poor behaviour

#### Responses to lower-level disruption and off-task behaviours

- the 'look'
- proximity praise (praising a child nearby who is behaving appropriately)
- moving towards the child or group while talking, using non-threatening body language
- rule repetition/restatement of request
- use of individual's name within sentence, to remind them of the behaviour you want to see
- repetition using 'Name ... pause ... direction'
- the use of privately understood signals
- tactical ignoring
- reminding the child of the consequences if they continue to show inappropriate behaviour and the opportunity they have to make a different choice
- 'when ... then ...' instructions
- the use of humour (but never sarcasm) to defuse or deflect challenges

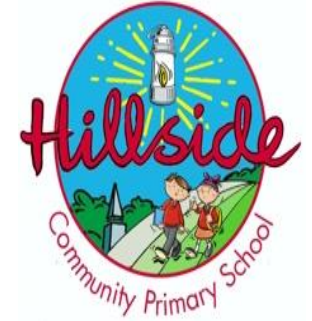
#### Responses to higher-level challenges

- using lower-level strategies to begin with
- moving to the child (not shouting across the room)
- calming oneself before action is taken
- speaking quietly, calmly and assertively
- focusing on the task, asking if the child needs any help
- Continuing to use the language of choice – being clear with children that they are able to make choices in managing their behaviour
- giving a face-saving choice when possible
- allowing take-up time – moving away in the expectation that the child will do as requested
- describing the behaviour, not the child, as the problem
- using 'I' messages, not 'you' messages
- removing the child where possible from being the centre of attention
- calmly stating expectations of others who have stopped work to 'enjoy the show'
- giving the child time to calm down before following up the incident with discussion

Appendix 4



**Hillside Community Primary School**



***Behaviour Curriculum***

Mission Statement

*We at Hillside strive for excellence in education by providing a safe, secure, caring family environment, where individuals are valued and respected enabling them to reach their full potential.*



*‘Together We Can Shine.’*

## Rationale



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery - Y6</b>	Explicit teaching of the full behaviour curriculum content	On-going revision of content	Longer recap of the behaviour curriculum	On-going revision of content	Longer recap of the behaviour curriculum	On-going revision of content

### Introduction

At Hillside Community Primary School, we aim to develop children’s character through our behaviour curriculum, which has been designed through consultation with stakeholders, extensive research (*Rosenshine, Bennett, Dix, Sherrington*) and CPD at all levels.

In order to build character, we have defined behaviours and habits within our ‘whole school culture’ that we expect our children to demonstrate. We want to support our children to grow into adults who are polite, respectful, grateful and considerate. We believe that as these behaviours are practised, over time, they become automatic norms and routines that positively shape how the children feel about themselves and how other people perceive them.

### Teaching the Curriculum

The curriculum is taught explicitly alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour curriculum is revisited and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the ten principles of instruction from Rosenshine, (*within Hillside’s Great Teaching*) including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term). *eg, walking through the school should be taught in the classroom but should be reinforced in different locations and times throughout the school day.* It is expected that all children will know this content.

### Adaptations

Whilst this curriculum is for all children it will be applied differently in year groups depending on children’s ages and SEND needs. Sensitivity should be applied when teaching the curriculum for children with SEND as reasonable adjustments need to be made in-line with disability requirements.

## Overview of the Curriculum Content

### Behaviour:

We know that there are three behaviour expectations, which are linked to our school **Code of Conduct**



- ❖ **Be Ready**
- ❖ **Be Respectful**
- ❖ **Be Responsible**

<p style="text-align: center;"><b>Be Ready</b></p> <p style="text-align: center;"><i>Know that if we are ready to learn it will help us to reach our full potential</i></p>	<p style="text-align: center;"><b>Be Respectful</b></p> <p style="text-align: center;"><i>Know that if we respect someone, we listen to them courteously, treating them the way we would want to be treated</i></p>	<p style="text-align: center;"><b>Be Responsible</b></p> <p style="text-align: center;"><i>Know that being responsible means being able to be trusted to do the right things independently</i></p>
<p>We work hard and do our best so that we are proud of ourselves and our work.</p> <p>We listen carefully so that we learn from our teachers and each other</p> <p>We wear our uniform with pride.</p>	<p>We are kind, caring, helpful and polite so that our school is a safe and happy place.</p> <p>We are good friends and treat each other with respect so that everyone is welcome in our school.</p> <p>We settle our arguments quickly by talking about them so that no-one is ever hurt or upset.</p>	<p>We look after the school and its resources so that we have a pleasant place in which to learn.</p> <p>We move quietly and slowly around the school to avoid accidents and so others can work.</p> <p>We look after each other's property so that all of our belongings are safe.</p>

## Our Routines

### Moving around school using Fantastic Walking

We use **Fantastic Walking** to keep everyone safe and to make sure the learning of other children is not disrupted. We should walk around school using '**Fantastic Walking**'



#### I know that Fantastic Walking means I need to do 5 things:

1. Walk in a straight line
2. Face forward
3. Keep to the left-hand side
4. Hands by sides
5. No talking

### Classroom routines using Fantastic Listening

**Fantastic Listening** is done to ensure everybody is able to learn without distraction. We use **Fantastic Listening** in class. This means that we use **STAR:**

1. **S** - Sit and / or stand up straight
2. **T** - Track the teacher
3. **A** - Attention always
4. **R** - Respect others



#### We need to:

- ❖ Know the routine for entering the classroom and getting ready to work (coats / equipment)
- ❖ Know the routine for handing out and collecting books
- ❖ Know that we should try to only go to the toilet at playtime or lunchtime or if there is an emergency.

- ❖ Know how to locate equipment needed for lessons independently
- ❖ Know that any deliberate damage to school equipment will have a consequence.
- ❖ Know how to actively participate in discussion without shouting out and disrupting others.
- ❖ Know that it is important to speak clearly in class so that everyone can hear.
- ❖ Know that verbal answers should usually be given in full sentences *e.g. Who was Christopher Columbus? He was a famous explorer.*
- ❖ Know that we should raise our hand and wait quietly if we need adult support
- ❖ Know that, if we are using a whiteboard, we should show answers using the **'3-2-1 show me'**
- ❖ Know that we should not talk when the teacher is delivering a lesson or when another pupil is talking.

### Speaking in Class using Shape your Answer

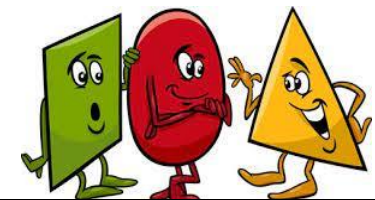
**'SHAPE your answer'** is used to help everyone speak clearly in class.

We know that this stands for:

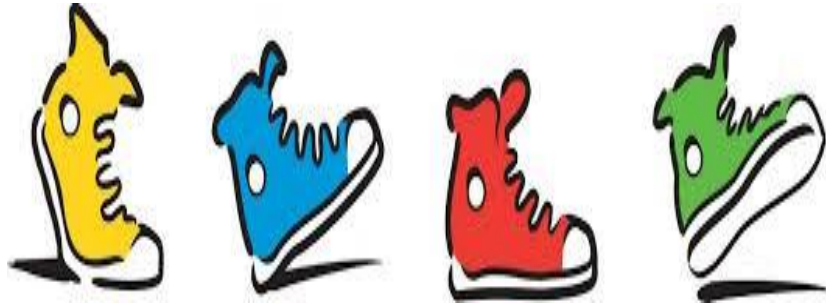
- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>❖ <b>Sentences</b></li> <li>❖ <b>Hand away from mouth</b></li> <li>❖ <b>Articulate</b></li> <li>❖ <b>Project</b></li> <li>❖ <b>Eye Contact</b></li> </ul> | <p><i>We should answer in full sentences when appropriate</i></p> <p><i>We should keep my hands away from my mouth whilst speaking</i></p> <p><i>We should pronounce our words clearly</i></p> <p><i>We should speak with a voice which is loud enough for everyone to hear</i></p> <p><i>We know that it is polite to look at the people we are speaking to</i></p> |
|--|--|

#### We need to understand how to complete work in books:

- ❖ Know that we should always work on the next available page unless told otherwise.
- ❖ Know that if we are writing a date and title, we should underline it with a ruler.
- ❖ Know that we should always write neatly and clearly, with joined up handwriting
- ❖ Know that we should always start writing from the margin.
- ❖ Know that in maths we should use one digit per box.
- ❖ Know that in maths we should always leave a one square space between calculations.
- ❖ Know that whenever we are drawing lines, we should use a ruler.
- ❖ Know how to correct mistakes by drawing a straight line through the work.



## Being well-mannered at all times using Steps to Politeness



We use '**STEPS to Politeness**'  
to make sure that we are always polite to other children and adults.  
We know that this stands for

<b>Sir and Miss</b>	<i>We know that we should use Sir and Miss, or the full name of staff when talking to adults.</i>
<b>Thank You</b>	<i>We know that we should say 'thank you' when we receive something from someone or someone does something nice.</i>
<b>Excuse Me</b>	<i>We know that we should say 'excuse me' if someone is in our way</i>
<b>Please</b>	<i>We know that we should always say 'please' when we are asking for something.</i>
<b>Smile</b>	<i>We know that we should be positive and upbeat when talking to adults and other children.</i>

- ❖ Know that we should let any waiting adults through a doorway before walking through ourselves.
- ❖ Know that we should say 'Good morning / afternoon Sir / Miss' to adults when spoken to.
- ❖ Know that it is polite to ask questions such as "How are you today, Miss?", "Have you had a good morning, Sir?"
- ❖ Know that it is polite to give **eye contact** when talking to someone.
- ❖ Know that it is important to show **gratitude** to others by thanking people for what they have done.

## Hillside Heroes have Fantastic Behaviour at all times



### At the beginning of the day

- ❖ Know that we should arrive on time.
- ❖ Know that we should walk into the classroom using **Fantastic Walking**
- ❖ Know that we should greet staff with a smile and a 'good morning'.
- ❖ Know that if we have a problem or we are not happy that we should speak to a trusted adult.
- ❖ Know that we hang coats up, put away lunchboxes and water bottles quickly and quietly.
- ❖ Know that we should sit down in our seats / on the carpet as soon as we have entered the classroom and begin the morning tasks.

### At Playtime:

- ❖ Know that we should walk from the classroom to the playground using **Fantastic Walking**.
- ❖ Know that we should play safely without hurting anyone.
- ❖ Know that we should not 'play fight' because we may hurt someone by accident.
- ❖ Know that we should be **kind**, by including people in my games and sharing equipment.
- ❖ Know that someone who is kind behaves in a gentle, caring, and helpful way towards others using **Steps to Politeness**
- ❖ Know that we should walk back to classrooms using **Fantastic Walking**.

### At Lunchtime:

- ❖ Know that we should use **Fantastic Walking** when walking to the hall.
- ❖ Know that we should queue quietly whilst waiting to get lunch from the hatch.
- ❖ Know that we should collect our food and use **Fantastic Walking** to walk back to seats.
- ❖ Know that we should use a quiet voice to talk to friends.
- ❖ Know that we should use a knife and fork correctly
- ❖ Know that we should use **good manners** by saying 'please' and 'thank you' when someone passes food or drink using **Steps to Politeness**

- ❖ Know that we should not leave seats once we have sat down.
- ❖ Know that once we have finished, we should clear any rubbish from the table and empty any left-over food into the correct bin.
- ❖ Know that once we have cleared our plates, we should leave the hall and use **Fantastic Walking** to move to the playground.

**At the End of the day:**

- ❖ Know that we should walk to the dismissal point if we are to be collected from school by an adult using **Fantastic Walking**
- ❖ Know that if we walk home independently that we should walk to the dismissal point using **Fantastic Walking**
- ❖ Know that we should not leave school until teachers have checked that the correct adult is there to collect us.

**Outside School:**

- ❖ Know that when we are wearing school uniform, we are representing Hillside and we should always behave responsibly and respectfully.
- ❖ Know that we should be considerate of other people when arriving and when leaving school using **Steps to Politeness**
- ❖ Know that being considerate means thinking about other people's needs, wishes and feelings.

**We have zero tolerance for Bullying**

**Bullying in all its forms is unacceptable. To prevent bullying we:**

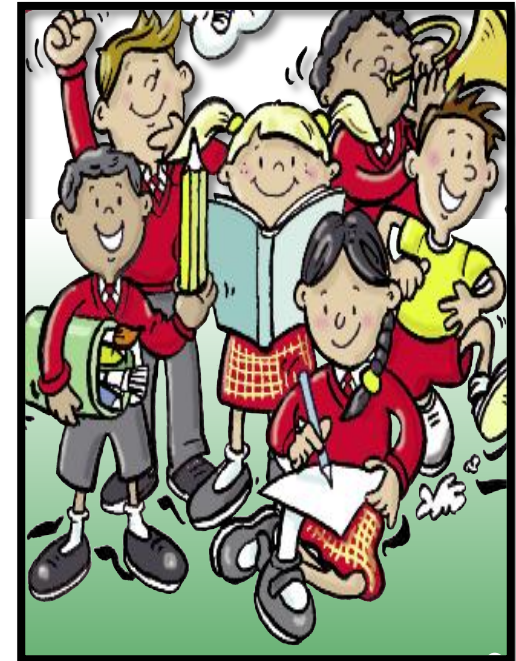
- ❖ Know that bullying is unacceptable and that it will be dealt with seriously by all adults in school.
- ❖ Know that bullying is hurting someone else on purpose
- ❖ Know that bullying is Repetitive - it happens again and again
- ❖ Know that bullying can be physical, verbal, or emotional
- ❖ Know that bullying can be indirect which is leaving people out of groups or games / Talking about someone behind their back / Standing by and watching someone get bullied without letting an adult know
- ❖ Know that if this happens online, it is called cyberbullying.
- ❖ Know that if we think we are being bullied or we think someone else is being bullied we should tell an adult.

## Steps to Smartness - Dress Code

### We know that School Uniform consists of:



- ❖ Black Trousers / Black Skirt / Red Tartan Skirt / Red Checked Pinafore
- ❖ Black Shorts / Red Checked Dress can be worn in the summer months
- ❖ Reception to Year 4 White Polo Shirt
- ❖ Y5 and Y6 White Collared Shirt (Red Striped Tie provided by school)
- ❖ Black Socks / Black Tights (no colour)
- ❖ Black Shoes / Black Trainers (no colour)
  
- ❖ Children should not wear jewellery except for studs in pierced ears, or a watch (not a smart watch)
- ❖ Long hair should be tied back.
  
- ❖ For PE children should wear Black Shorts / Black Tracksuit Bottoms, Red T-Shirt, (provided by school) and Black Trainers (provided by parents / guardians)
- ❖ Remember children are not allowed to wear jewellery including stud ear-rings in PE / swimming lessons.



## Summary



*We know that to become better learners and to build positive habits which will help us to be successful throughout life we need to follow Hillside's behaviour curriculum at all times.*



## NOTE

*We do not have class charters or individual class rules; we all follow our school Code of Conduct which reflects our behaviour curriculum.  
We do not have individual behaviour systems unless agreed with SWAT and / or Inclusion Team.*

## Appendix 5



### Hillside Community Primary School Behavioural Stages



<p><b><u>Appropriate Behaviour:</u></b></p> <p style="text-align: center;"><u>Be Ready, Be Respectful,</u> <u>Be Responsible</u></p> <ul style="list-style-type: none"> <li>❖ We are kind, caring, helpful, polite.</li> <li>❖ We work hard and do our best.</li> <li>❖ We look after school and its resources.</li> <li>❖ We move quietly around school.</li> <li>❖ We are good friends and treat each other with respect.</li> <li>❖ We settle our arguments by talking.</li> <li>❖ We listen carefully.</li> <li>❖ We look after each others' property.</li> <li>❖ We wear our uniform with pride.</li> </ul>	<p><b><u>Consequence:</u></b> <i>(sincere, targeted, proportionate)</i></p> <p style="text-align: center;">Verbal Praise Dojos (bespoke numbers see chart)</p> <p style="text-align: center;">Certificates / Stickers</p> <p style="text-align: center;">Feedback &amp; Marking (written)</p> <p style="text-align: center;">Behavioural Feedback Conversation</p>
<p><b><u>Inappropriate Behaviour</u></b></p> <ul style="list-style-type: none"> <li>❖ Not doing as asked within acceptable time limits.</li> <li>❖ Talking out of turn/shouting</li> <li>❖ Name calling</li> <li>❖ Not completing tasks</li> <li>❖ Low level disruption <i>(tapping with pencil / making noises / sitting inappropriately)</i></li> </ul>	<p><b><u>Consequence:</u></b></p> <ul style="list-style-type: none"> <li>❖ Praise children with positive behaviour.</li> <li>❖ Stand, look, wait (<i>Running the Room</i>)</li> <li>❖ Reminder of Hillside behaviour curriculum</li> <li>❖ Give a 1<sup>st</sup> verbal warning (<i>eg. stop / eyes on me / put that down / listen</i>)</li> </ul> <p><b><u>If behaviour continues:</u></b> Give a 2<sup>nd</sup> verbal warning - reminder of expectations (<i>eg. we're waiting / I've already spoken to you</i>)</p> <p><b><u>If behaviours still continue:</u></b> Child has 'time in' in class, equivalent to the time missed due to the inappropriate behaviour to complete work / discuss next steps eg. break time (<i>supervised by teacher / TA</i>)</p>
<p><b><u>Inappropriate Behaviour:</u></b></p> <ul style="list-style-type: none"> <li>❖ Repeatedly not doing as asked</li> <li>❖ Non completion of tasks</li> <li>❖ Refusal</li> <li>❖ Non engagement with staff</li> <li>❖ Speaking inappropriately to staff</li> </ul>	<p><b><u>Consequence:</u></b></p> <p><b><u>Show 1<sup>st</sup> yellow card</u></b> (record in the back of mark book) <i>eg. No more / I've already spoken to you / If this behaviour continues you'll have a 2<sup>nd</sup> yellow card and work in another class.</i></p>

<ul style="list-style-type: none"> <li>❖ Using inappropriate language</li> <li>❖ Deliberate distraction</li> <li>❖ Provoking others</li> </ul> <p><b><u>1st offence (low level):</u></b></p> <ul style="list-style-type: none"> <li>❖ Physical aggression (<i>hit/kick</i>)</li> <li>❖ Verbal abuse</li> <li>❖ Abuse of property / resources</li> </ul>	<ul style="list-style-type: none"> <li>❖ Child has <b><i>'time out' in class</i></b>, equivalent to the time missed due to the inappropriate behaviour to complete work / discuss next steps (as above)</li> </ul> <p><b><u>Show 2<sup>nd</sup> yellow card</u></b>  (record in the back of mark book &amp; log the incident on CPOMs including an action - the so what!)</p> <ul style="list-style-type: none"> <li>❖ Send to partner class for 'time out', for the equivalent time missed due to the inappropriate behaviour.</li> <li>❖ Teacher to inform parents (<i>telephone / Seesaw / to arrange an informal meeting</i>)</li> <li>❖ Learning Mentor involvement (<i>circumstance dependant</i>)</li> <li>❖ Restorative Approaches meeting</li> </ul> <p><i>If a child has numerous yellow cards throughout a week teacher to have conversation with DSL / SENCo to check on external family dimensions.</i></p>
<p style="text-align: center;"><b><u>Inappropriate Behaviour:</u></b></p> <ul style="list-style-type: none"> <li>❖ Repeated yellow cards</li> <li>❖ Racial / homophobic abuse</li> <li>❖ Persistent bullying</li> <li>❖ Aggressions towards others - intent to harm</li> <li>❖ Verbal abuse</li> <li>❖ Physical abuse</li> <li>❖ Damage to equipment</li> <li>❖ Stealing</li> <li>❖ Vandalism</li> </ul>	<p style="text-align: center;"><b><u>Consequence:</u></b></p> <p><b><u>Show 1<sup>st</sup> red card:</u></b></p> <ul style="list-style-type: none"> <li>❖ Internal exclusion (<i>for set period of time</i>) potentially in partner class / SLT / Learning Mentor / Inclusion team</li> <li>❖ Teacher to inform parents (telephone to set up a formal meeting to attend school)</li> <li>❖ Discuss behaviours with SLT to agree consequence</li> <li>❖ Learning Mentor support</li> </ul> <ul style="list-style-type: none"> <li>❖ Managed transfer to partner school</li> <li>❖ Behaviour Contract (<i>dependant upon incident</i>)</li> </ul> <p><b><u>Show 2<sup>nd</sup> red card:</u></b></p> <ul style="list-style-type: none"> <li>❖ Fixed term suspension</li> <li>❖ Review of behaviour contract with parents / child within a re-integration meeting on return from suspension</li> </ul>



## Appendix 5 (continued)



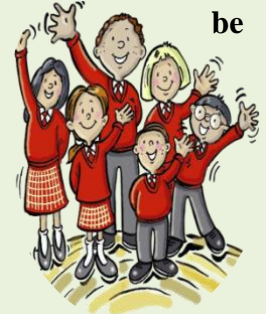
### Hillside Community Primary School Behaviour Stages for children

#### Good 'Green' Behaviour:

- ❖ We are kind, caring, helpful and polite.
- ❖ We work hard and do our best.
- ❖ We look after school and its resources.
- ❖ We move quietly around school.
- ❖ We treat each other with respect.
- ❖ We settle our arguments by talking.
- ❖ We listen carefully.
- ❖ We look after each others' property.
- ❖ We wear our uniform with pride.

#### Consequences:

- The adults in my class **will** be proud of me.
- I may get Dojo Points.
- I may get a Sticker.
- I may get a Certificate.
- A message may be sent home for my parents / guardians to see on Seesaw.



#### Inappropriate 'Grey' Behaviour:

- ❖ Not listening to our adults.
- ❖ Not doing as we are asked.
- ❖ Shouting out.
- ❖ Being unkind to other children
- ❖ Not doing our work.
- ❖ Distracting other children.

#### Consequences:

##### 1<sup>st</sup> Warning:

- The adults in class will remind us of the importance of making good behaviour choices.

##### 2<sup>nd</sup> Warning:

- Time to be spent '*in class*' with our class adults; time to catch up with our work and to talk about the poor choices we have made so that we don't make them again.

#### Inappropriate 'Yellow' Behaviour:

- ❖ Repeatedly not listening to adults.
- ❖ Repeatedly not doing as we are asked.
- ❖ Repeatedly not completing work.
- ❖ Deliberating distracting other children.
- ❖ Hurting (kicking / hitting) other children.
- ❖ Saying unkind things to other children.
- ❖ Using words that we should not use.
- ❖ Damaging property.

#### Consequences:

##### 1<sup>st</sup> Yellow Card

- **Time out** in our own class to catch up with our work and to think about what we have done so that we do not do it again.

##### 2<sup>nd</sup> Yellow Card

- **Time out** in our partner class.
- Our behaviour will be shared on CPOMs.
- Our parents / guardians will be told and they will speak to our teacher.

### Inappropriate 'Red' Behaviour:

- ❖ Repeated yellow cards.
- ❖ Making racist or homophobic comments.
- ❖ Repeatedly hurting others.
- ❖ Repeatedly saying unkind things.
- ❖ Repeatedly vandalising property.
- ❖ Bullying.
- ❖ Stealing.

### Consequences:

#### 1<sup>st</sup> Red Card:

- We might have an internal exclusion: Time to be spent in our partner class or with Mrs. Green or Mrs. Williams to finish our work and to think about the poor behaviour choices we have made.
- We might have a managed move: We will do our work and think about the poor behaviour choices we have made in another school.
- Our parents / guardians will be asked to come to school to talk about what has happened and to talk through our next steps.
- Our behaviour will be shared on CPOMs.
- We might be given a behaviour contract.

#### 2<sup>nd</sup> Red Card:

- A suspension: We will be sent home for a number of days.
- Our parents / guardians will be asked to come to school to talk about what has happened and to take us home.
- Work will be sent home and we will have to stay inside with our parents / guardians to do our work.
- At the end of the suspension, we will come back to Hillside with our parents / guardians, to meet our Headteacher, Deputy Head or Assistant Head, to talk about our behaviour and to look at next steps, so we know how to make good choices in the future.



