

# Hillmead Primary School

## Behaviour Policy



<b>Document Author:</b>	Hillmead School	<b>Date:</b> December 2024
<b>Last reviewed on:</b>	December 2024	
<b>Next review due by:</b>	December 2025	

Version	Date	Author	Reason for Revision
1	02/12/24	C.Suttle	Updated/New Policy

Hillmead Primary School Child Protection Policy is in line with the quality and standards expected from Hertfordshire Safeguarding Children Partnership (HSCP) and will be monitored by the Governing Body. This policy will also be reviewed annually or when new legislation requires changes, whichever is the soonest. This policy is approved by the Governing Body.

Signature ..... Date Agreed: 01/02/2025  
*Headteacher/Principal*

Signature ..... Date Agreed: 01/02/2025  
*Chair of Governors/equivalent*

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## **1. Behaviour Policy Statement**

Positive behaviour is an essential ingredient of an effective school. We are always aware that we, as teachers, share responsibility with the parents/carers for the children in our care and make every effort to provide the care which any responsible parent would be expected to make.

At Hillmead Primary School, we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning and high standards. We are restorative in our approach, using a range of methods and strategies in order to maintain positive relationships and we achieve this through visible consistency which is tightened through three simplified core rules:

**Ready  
Respectful  
Safe**

These are referred to and used regularly by all adults working in school.

Our aim is to provide an inclusive, calm, quiet atmosphere in the school and to encourage children to move around in a controlled manner. However, our expectations of the children can only be realised through the co-operation and support between home and school. Should any difficulties be encountered, we invite parents to work with us to resolve them. Within school, positive behaviour is the collective responsibility of every member of staff and this extends beyond the individual classroom, to cover every child and every area of the school and playground.

We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs and Disabilities (SEND). The recent SEND reform (2015) has removed behaviour as a special need and now concentrates on the reasons for behaviour under the umbrella of 'Social, Emotional and Mental Health needs'.

## **2. Aims of the Policy**

- To develop a moral framework within which children can mature emotionally and in which relationships can flourish.
- ○ To enable children to develop a sense of self-worth, respect and tolerance for others.

To produce an environment in which children are ready, respectful and safe.

### 3. Objectives

For children to show:

- Self-respect by having a positive view of themselves
- Self-confidence
- Self-control
- Respect, courtesy and tolerance towards teachers, other staff and towards each other
- Pride in their achievements
- Interest in their activities
- Empathy with others' feelings
- Respect for their environment and community

### 4. Greeting Pupils and Parents

At the start of every day, pupil and parents are greeted by staff on the school playground. Pupils are greeted at the entrance doors of the building and as they enter into class by offering a personal moment/comment to form the bedrock of trusting relationships.

### 5. Rewards

Rewards are given a much higher priority than sanctions and this is evident from the systems of rewards that are in place and in the displays around school. Achievement is celebrated in every classroom and **all** efforts are valued.

### 6. Forms of Rewards:

1. **Verbal comments of specific praise** are given regularly by all teachers, learning support assistants and other members of staff. We aim for them to be clear and sincere.
2. **House Points** these can be awarded by any member of staff for effort, achievement, manners and kindness. They will be awarded for any child who stands out as an outstanding role model. The number of House Points will be collected each week and the winning house will be celebrated in the Showing Assembly.
3. **Showing Assemblies** are held for each class termly to celebrate learning within the term. Parents are invited to attend and rewards are also shared.
4. **Star Awards** - Each week, two pupils from each class receive a Star Award in Sharing Assembly. These pupils will receive a certificate stating what they have done to achieve this award and the teacher will give a brief talk about the

achievement. These certificates are awarded for personal achievements within school.

5. **Writer of the Week**
6. **Reader of the Week**
7. **Phone Calls Home**
8. **Hot Chocolate with the head teacher** – Earn raffle tickets to be drawn each week
9. **Other celebrations** – As a school we strongly believe in the importance of developing the whole child. We therefore also celebrate all other achievements and accolades, such as sporting certificates/medals, awards from achievements outside of school and any other causes for celebration. These are shared in the Head Teacher's assembly on Monday.

## **7. Behavioural Consequence System:**

This is for pupils who are displaying unacceptable behaviours but are not in a heightened state, ensuring that responses are calm, consistent and constructive.

If a pupil is making poor choices, first quietly comment. E.g. "Are you ok? Do you know what you've got to do? Do you have all the equipment you need?" Pick out and publically celebrate someone who is doing the right thing. (Step 1 below).

If this doesn't work, follow these steps:



### 8. 30 seconds script (Warning)

Limit formal one-to-one interventions for poor behaviour in class to **30 seconds** each time. Get in, deliver the message, anchor the child's behaviour with an example of their previous good behaviour and walk away.

As you walk away, the child may attempt to hook you back; if you rush back to confront secondary behaviour you pass over control to the child. For some children, a full-blown confrontation is exactly what they want.

Walk away and **write down what just happened, so that you can speak to the child about it when they are calm.**

**Scripted response:**

“I have noticed you are...” (having trouble getting started etc.) “It was our rule about... that you broke.”

“You have chosen to...” (have time in a different class, go to Mrs Shenston etc.)  
Do you remember last week when you (positive)? That’s what I need to see today.”  
“Thank you for listening.”

**Repair script** (Return from another classroom with class teacher, or with SLT, Headteacher if that level reached):

1. “What happened?” *Listen carefully and dispassionately. Give your account from your perspective without judgement. Go slowly.*
2. “What were you thinking at the time?” *This helps the child to reconsider their actions. Do not accept a shrug of the shoulders; give them time to fully reflect.*
3. “Who has been affected?”
4. “How have they been affected?” *It is important that the child considers others and the impact of their behaviour.*
5. “What do you think about what happened now?”
6. “What should we do to put things right?” *This may not always be an apology as a forced apology is worthless.*
7. “How can we do things differently in the future?”

Completion of consequences flow chart, to support the child in seeing how they could have made different choices. These are retained by SLT/Head and can be reflected on in future positive interactions.

On some occasions it may be necessary for a child to miss some, or all of their break time without the warnings, particularly if the child has physically hurt another child, or has used abusive/foul language.

Within a Reflection session children will focus on the following key questions and consider their responses:



Parents will be informed when there has been a serious incident, the child has missed all their lunch break (Reflection), or if speaking to the child at break times is becoming frequent and therefore concerning. Class teachers or SLT as appropriate will have a discussion about the behaviour and share with parents the planned way forward.

If a child is repeatedly making poor choices, SLT will support staff in identifying any pattern in the child's behaviour, and will offer support for the child, staff members involved and family.

If additional support is required to de-escalate a situation, staff members should phone the SLT for assistance. Sometimes the additional staff member will stay in the class whilst the most appropriate staff member supports the child.

## **9. SEND / Vulnerable Pupils**

We acknowledge that our behaviour systems will not work for ALL pupils and note that some children may need different strategies, rewards and sanctions and these will be discussed with the class team, SENCO and SLT, so that all pupils have a system to follow which is motivational, realistic and achievable. These are written as Risk Reduction Plans, which are updated as changes to anxieties, triggers or behaviours occur.

## **10. De-escalation**

Every effort will always be made to de-escalate a situation to ensure that learning can continue in a safe and positive environment. Staff will receive regular training on this. There are many ways to do this such as distraction, humour, change of task or person, and/or partial agreement. On occasions there may be times when it might be necessary to relocate a class or a pupil to a safe area to allow for de-escalation to be fully effective.

## **11. Reporting Behaviour**

The adult that deals with the behaviour first hand should report any behaviour incidents on Arbor. Details should include accurate time and location, as well as any information that could be a precursor to the behaviour displayed. If a behaviour is escalated to a more senior member of staff, then they will add a note to the initial behaviour with any follow up.





## **12. Monitoring of Incidents**

Senior Leaders monitor incidents reported on Arbor and meet with class teachers to discuss any issues that may be arising. Senior Leaders may request to meet with parents if patterns of behaviour become apparent.

## **13. Behaviour**

This pupil version which is displayed in public areas around the school and is referred to in class and assembly as well as during individual behaviour discussions.

Behaviours in Bands B1, B2, B3 will follow the Consequences behaviour Chart. Behaviours in B4 will go straight to the SLT stage and those in and B5 will result in a direct consequence with Headteacher.

Behaviour Band	Types of behaviour		Consequence
<b>B1</b>	<ul style="list-style-type: none"> <li>Talking whilst an adult is talking</li> <li>Talking when asked not to</li> <li>Calling out</li> <li>Poor presentation in books</li> <li>Lack of work</li> <li>Rocking on chairs</li> <li>Inattention</li> </ul>	<ul style="list-style-type: none"> <li>Persistent noise making</li> <li>Not lining up promptly or properly</li> <li>Being inside at break time and lunchtime without permission</li> <li>Inappropriate personal presentation</li> </ul>	<p>Verbal reminder from your classroom adults</p> <p style="text-align: center;"></p> <p>2<sup>nd</sup> and final verbal reminder from your classroom adults</p>
<b>B2</b>	<ul style="list-style-type: none"> <li>Persistent B1 behaviours</li> <li>Answering back</li> <li>Spitting</li> <li>Name calling / teasing</li> <li>Persistent inappropriate personal presentation</li> </ul>		<p style="text-align: center;"></p> <p>You will go to another class</p>
<b>B3</b>	<ul style="list-style-type: none"> <li>Persistent B2 behaviours</li> <li>Rough play / play fighting</li> <li>Swearing at somebody</li> <li>Harmful behaviour in school grounds</li> <li>Abusive / hurtful comments</li> <li>Dishonesty</li> </ul>		<p style="text-align: center;"></p> <p>You will go to a Senior Leader – you may have to miss some of your breaktime or lunchtime</p>
<b>B4</b> (Straight to SLT for consequence)	<ul style="list-style-type: none"> <li>Intentional aggressive behaviour and / or violence.</li> <li>Physical aggression such as: <ul style="list-style-type: none"> <li>Fighting</li> <li>Punching</li> <li>Kicking</li> <li>Strangling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Slapping / hitting</li> <li>Leaving marks on skin</li> <li>Vandalism / graffiti</li> <li>Rude /inappropriate language</li> <li>Repeated and consistent low level behaviours</li> <li>Running from an adult</li> </ul>	<p>We will call your parents and tell them about your behaviour</p> <p style="text-align: center;"></p> <p>You will go to Mrs Shenston and you will have to work in her office for the rest of the day.</p>
<b>B5</b> (Straight to Headteacher for consequence)	<ul style="list-style-type: none"> <li>Spitting at someone</li> <li>Bullying</li> <li>Theft</li> <li>Racism</li> <li>Inciting / premeditated violence</li> <li>Running out of school building</li> </ul>		<p>We will ask your parents to come in and meet with us to see how we can help you behave more appropriately</p> <p style="text-align: center;"><i>School adults will determine where the best placed consequence is for each individual's behaviour</i></p>

#### 14. Exclusions:

In some circumstances it may be necessary for a child to be excluded from school. The Headteacher (or Assistant Head in the Headteacher's absence) will decide whether to

exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. If a parent refuses to collect, a call can be made to Children's Services.

### **15. Positive Handling**

At times a child may require moving to a safer area until they can calm and start to regulate their disruptive/dangerous actions. The child will be monitored at all times and incidents recorded appropriately.