



ASHBOURNE HILLTOP Primary & Nursery School

BEHAVIOUR POLICY (including ANTI-BULLYING)

Our Mission Statement

'To lay the foundation for future learning through a holistic approach and for our children to achieve their full potential as individuals and as members of a community'.

"achieving together"

Behaviour is "good" at Hilltop School because we: -

- Have an inclusive approach and treat all the children as individual's.
- Foster a "family feel"
- Have a caring team of dedicated staff
- Nurture all children , particularly those with more challenging behaviour.
- Have a positive approach.
- Build strong relationships with both children and parents.
- Have engaging lessons and learning which is fun!
- Exciting "Wow" books to start topics.
- Have systems in place to reward and promote good behaviour.
- Promote a school identity that the children are proud of.
- Encourage the children to reflect on the mistakes made and modify their behaviour.

Purpose of Policy

There are four main purposes to this policy:

- To establish entitlements and expectations for all pupils
- To establish entitlements and expectations of all staff
- To promote a consistent approach to behaviour across the school
- To state the school's approaches to behaviour management in order to promote public understanding amongst parents/carers and the wider community of our strategies to manage pupils' conduct effectively

Introduction

Effective behaviour management is a prerequisite to delivering the curriculum. Behaviour management is an element of the School's approach to personal, social & moral education, which underpins all that we seek to achieve at Ashbourne Hilltop School. Most pupils arrive in school with a good understanding of right and wrong, and that their actions may have consequences for themselves and others. Most pupils are curious and have a keen desire to learn. We endeavour to build on the personal, social and moral codes developed by parents with their own children to promote positive and constructive behaviour in school. In a small number of instances such understanding needs further development.

It is the role of the School to help all pupils to aspire to, and reach, the highest possible standards of conduct and prepare them to be mature and responsible citizens who will play an important part in society in future years. It is essential that all staff act as role models for pupils and promote positive attitudes and conduct during their time at the School, including speaking respectfully to pupils, parents and colleagues.

We expect all staff, and in particular teachers, to establish a framework of learning in their class which can develop and sustain effective, independent learning. All staff have high expectations of pupils' conduct and attitude regardless of pupils' social, ethnic, cultural or religious background. Good conduct is based on mutual respect and the establishment of positive relationships.

In behavioural terms, Ashbourne Hilltop School aims to:

- Ensure that by the time pupils leave Ashbourne Hilltop School, they are independent learners with high expectations of themselves
- Help pupils to become self-disciplined and self-motivated and have solid moral values which will help them to fulfil their potential and play a positive role as citizens when they reach adulthood
- Engage and stimulate pupils' interest in the world around them, fostering a sense of awe and wonder in the immensity and beauty of what they encounter
- Help pupils to develop informed concern about the quality of their environment and develop a sense of care for the community and its people
- Help pupils to explore values that involve developing attitudes about complex issues
- Help pupils to understand that people come from many different social, cultural, religious backgrounds, and yet whose values are often similar

- Develop a sense of generosity, honesty, caring, responsibility, thoughtfulness, tolerance, co-operation, collaboration, politeness and trust amongst all pupils
- Provide a secure, happy, caring and stimulating learning environment, in which pupils are able to develop their skills, talents, knowledge and concepts to the full
- To develop a sense of corporate identity and pride in being a pupil at Ashbourne Hilltop School
- To help pupils in conjunction with their parents to develop a sound moral basis for their future lives

Strategy for Implementation

All parents are entitled to have their concerns taken seriously, investigated and advised of the resolution of issues raised.

Staff Entitlements and Expectations:

- To fully implement this policy and strategy as set out below
- To expect pupils to behave in a courteous, polite and respectful manner
- To expect co-operation and support from parents and carers in dealing with pupil misconduct
- To closely supervise pupils as they move about the School
- To be entitled to be treated with respect
- To take pupils' concerns seriously and deal with them promptly
- To report repeated concerns to Key Stage Leaders

Pupils' Entitlements and Expectations:

- To learn and play in an environment free from the physical, verbal and psychological and emotional pressures, which emanate from the misconduct of others
- To learn in a setting free from disruption and distraction caused by the conduct of others
- To expect guidance and encouragement from staff at the School and their support should they be subject to inappropriate or unacceptable pressures from their peers
- To expect praise, encouragement and reward for their efforts and achievements
- To work with concentration to sustain and complete tasks and to contribute to lessons in a constructive manner free from disruption and distraction
- To explain their conduct in a truthful and honest manner
- To expect high quality lessons based on good planning which is matched to the needs of pupils and which demonstrates high expectation of pupils' capabilities
- To move around the school in a calm, orderly and safe manner

- To play constructively, cooperatively and to allow others to play with them. No child should be isolated in the playground.
- To be treated with respect

Implementation

Behaviour management is a key element in the success of the school. Dealing with playground misconduct and classroom disruption is time-consuming and deflects staff from their key role to educate. Calm, orderly classrooms are essential for pupils to be educated effectively. Most pupils at Ashbourne Hilltop are well-behaved. Our approach to developing pupils' positive conduct is based on praise, encouragement and reward, thus building on the personal, social and moral values which pupils bring to school with them and which have been fostered in their own families. For a small minority of pupils the expectations of conduct at school is more demanding and consistent than that offered at home. From an early age pupils are inducted into the Schools code of conduct via their engagement in setting class rules.

Code of Dress

As outlined in the school brochure, it is expected that pupils wear suitable clothing and footwear. They are discouraged from wearing items such as jeans, short skirts and dresses, and beach shoes (e.g. flip flops). There is an optional uniform consisting of red sweatshirt or red/white polo shirt (both with school logo), grey trousers/shorts or skirt/tunic and striped or check red and white summer dress.

No jewellery should be worn for safety reasons. Parents who wish their child to wear earrings must sign an indemnity form and ensure that they are studs - the child will be required to remove them for P.E.

We encourage links between parents and teachers and welcome approaches made by parents to discuss issues and concerns. All parents have a copy of the school's [Home School Agreement](#).

Basic requirements

We use a few simple school rules to promote good behaviour and expect all pupils to keep them.

1. Children are expected to attend school regularly and be punctual.
2. Children are expected to behave in a polite, caring and responsible manner whilst on the school premises. No running inside the building is allowed.
3. Bullying, be it verbal or physical, stealing or damage to the school will not be tolerated.
4. Certain items such as valuable toys, jewellery, money, mobile phones and sweets must not be brought into school.
5. Children must not climb on walls or fences and venture into out-of-bounds areas e.g. car parks and field. Also have respect for the whole school environment.
6. Children must not leave the school premises without appropriate adult supervision.
7. Children are expected to be dressed smartly in suitable and appropriate attire.

Rewards

All staff, teaching and non-teaching, are expected to implement our strategy of praise, encouragement and reward throughout the school:

- Immediate visual, e.g. a smile, thumbs-up
- Immediate verbal, e.g. “Well done! You’re doing that very nicely” (This may be privately or publicly delivered)
- Recorded, e.g. comments in books.
- Class rewards and star of the week.
Do Jo’s.

Pupils showing high quality work, sustained effort and/or significant improvement may be sent to curriculum leaders, including the Headteacher, for special praise, encouragement and reward.

Fostering a Positive Classroom Environment

A positive classroom environment can be fostered by:

- An inspiring, creative, interesting and stimulating curriculum – epitomised by high quality teaching
- A broad and balanced curriculum delivered through a range of learning styles
- A strong emphasis on practical learning through enquiry and applying knowledge to investigate and solve problems
- Well-planned and resourced lessons
- Displays which demonstrate a value of all pupils’ work
- Calm, constructive and genuine relationships based on mutual respect
- Use of praise, encouragement and reward
- A well laid out classroom
- Easy access to resources
- Clear and high pupil expectation
- Consistency of approach from staff
- Well-established routines and rituals
- An agreed and displayed class code of conduct
- Positive verbal and written feedback
- A knowledge of pupils’ strengths, talents and needs

Creating and maintaining a positive playground environment

- Midday supervisory assistants engage and lead pupils in play activities
- Staff engage pupils in sociable conversation and avoid becoming engaged with other adults in the supervision of pupils
- Staff minimise lining up times to enter the dining hall/school.
- Staff ensure that pupils keep to the designated play spaces
- Staff position themselves to ensure that they can monitor the playground effectively
- Disputes are dealt with calmly and promptly
- Serious incidents are passed to the Senior Teacher or Headteacher promptly

Dealing with misconduct

In dealing with misconduct, staff:

- Take concerns raised seriously.
- Act promptly
- Are consistent and assertive
- Demonstrate that they dislike the conduct not the child
- Must listen to what the pupil has to say
- Do not jump to conclusions because a pupil may have a history of good or poor conduct
- Avoid confrontation by offering choices to pupils who have put themselves in a situation where they feel in danger of losing face
- Avoid making threats, but do not back off from taking clear and decisive action when necessary, and ensure that it is possible to do what they say to a child
- Act as role models and deal with incidents in a calm, professional and reasoned manner
- Make decisions based on evidence pertaining to the incident in question
Communicate with parents if necessary

Where a serious incident occurs, attempts should be made to obtain corroboration from other pupils and where possible adults. Notes are kept of significant incidents and repeated incidents. When in doubt about what action to take, staff refer to Senior Teacher or Head teacher. Teachers make a brief record of such misconduct. Repeated misconduct is reported. They may need to take further action, based on information already received from other staff, such as midday supervisory assistants. Staff must inform the Headteacher should misconduct persist. In addition the Headteacher consults with colleagues as to whether a referral should be made to an external agency.

Sanctions

All staff are authorised to apply the sanctions set out in this policy.

- All acts of misconduct are dealt with promptly. Punishment, where necessary, reflects the seriousness of the misconduct and should take into account any previous acts of similar behaviour.
- In most instances pupils are admonished. It is made clear that saying sorry is only worthwhile where the child appreciates that they have behaved inappropriately and that they will not deliberately repeat such behaviour.
- Where pupils disrupt a lesson, they will be sent to the Head teacher. They will be expected to complete any work which they have missed in their own time, until it meets the required standard.
- Pupils should not miss other 'favourite' lessons such as swimming or games since they have an entitlement to all aspects of the curriculum. This is only forfeited should they disrupt that specific lesson.
- Repeated misbehaviour will result in a punishment such as a detention during lunch time or break.

- Where a pattern of misconduct is evident, teachers should attempt to engage parents in managing pupils effectively. At the very least parents should be asked to support the actions of staff and to make it clear in a joint meeting with the pupil that such misconduct is unacceptable at home and school.

Pupils conduct outside the school gates

The expectation is that pupils conduct themselves well outside of the school gates. Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.
- misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

All sanctions must be closely supervised by the member of staff initiating them.

Serious Misconduct

Some rare forms of misconduct at Ashbourne Hilltop must be reported immediately to the Headteacher.

These are:

- Violent conduct
- Foul and/or abusive language directed at staff
- Bullying
- Racist, homophobic or sexist conduct
- Refusal to obey any member of staff
- Repeated disruption to lessons

Repeated similar serious misconduct within a short time frame (eg 1 month) may lead to exclusion from school.

At Ashbourne Hilltop School we try to avoid physical intervention to deescalate a situation, however, sometimes this is unavoidable. The School follows DfE guidelines as outlined in [Appendix C](#)

Exclusion (see Exclusion Policy SP12)

Only the Head or Acting Head may exclude a pupil. Upon return to school, the pupil should be escorted to the Headteacher by a parent. An apology for misconduct will be expected, and commitment to maintain the School's code of conduct.

Longer periods of exclusion of up to 5 days may result if further misconduct occurs. This will be followed by a reintegration interview where clear expectations for

behaviour are established. If these are not followed, exclusion could recur or become permanent, pending reflection from the Headteacher.

Work will be set by the class teacher to be completed at home.

Code of Conduct

Each year, teachers agree a class code of conduct with their pupils. This should be concise and prominently displayed and in keeping with the school's behaviour policy.

The School Council

Two representatives are elected from each of Years R-6 each academic year. The role of the School Council is to help staff to make Ashbourne Hilltop an even better, safer and happier place in which to be educated by providing the pupils' perspective on what makes the school successful and pleasant. Minutes of the school council are circulated to all classes and discussed.

Moral and spiritual development.

Spiritual and moral values have an important role in developing pupils' positive attitudes to school and society. Spiritual and moral rules are an intrinsic and explicit part of our pattern of assemblies and these are taken further during PSHE and RE lessons. Such values underpin our School Code of Conduct.

Staff Development and Induction

Upon appointment all staff will be given a copy of our Behaviour Management Policy. Behaviour management is regularly revisited in staff meetings and opportunities are provided for all groups of staff to attend behaviour management training. For NQT's behaviour management is an integral part of their induction programme and is provided on site as well as at external venues.

Leadership Management

The Headteacher and Senior Leadership Team are responsible for the effective implementation of policy. The Headteacher uses assemblies, which all pupils and staff attend, to set the tone for the week, delivering a rolling programme of religious, moral, personal and social themes. Informal mentoring as well as formal observation is used to ensure that pupils are well managed and inspired by the quality of teaching offered – thereby minimising misconduct. The Headteacher has a high profile around the school especially at lunchtime and endeavours to act as a role model for pupils and for staff in managing pupil conduct effectively..

Monitoring and Evaluation

The Senior Leadership Team regularly reviews the effectiveness of the behaviour management policy and strategy. Annually all staff and governors evaluate its effectiveness. As part of classroom observation and monitoring the Headteacher and Deputy Headteacher provide feedback regarding the quality of behaviour management in the classroom.

Partnership with Parents (Home/School Agreement – Standards Policy SP 04)

It is essential that we work in a constructive partnership with parents to manage pupils effectively in school. Pupils are only likely to give of their best when they are happy, confident and believe in themselves. Pupils often exhibit poor conduct when

they have a low opinion of themselves. This can be a result of failing to thrive in school because their educational needs are not being met effectively. The most serious misconduct often reflects social concerns beyond school and we liaise with external agencies to support families. As a staff we always examine the quality of our educational provision for individuals giving cause for concern as a first priority. Where this is clearly not the case we engage parents in examining the social context in which their child is being educated.

Much support and guidance can be offered by school staff. However, should such intervention not prove fully successful external agencies can be invited to provide support and advice. Such action is only taken with the full knowledge and consent of parents. Parents are also advised that they can withdraw from such a process at any time.

When a pupil's conduct is giving cause for concern parents are informed promptly and invited to meet with staff. Initially this is likely to involve the class teacher and parent(s). However, in more serious cases the Special Educational Needs Coordinator and/or Headteacher may become involved at an early stage.

Dealing with a pupil's inappropriate conduct can be extremely stressful for parents and staff. It is important that staff and parents adopt a constructive approach and that all parties deal with the concerns calmly, demonstrating mutual respect and tolerance. The aim is to ensure that conduct improves and is sustained at a consistently acceptable standard, rather than to apportion blame.

Should parents feel that a concern has not been dealt with appropriately they should follow the guidelines set out in the Governors "Concerns and Complaints" procedure.

Involvement of Other Agencies

With the agreement of parents, pupils may be referred to:

- Behaviour Support Team
- Educational Psychologist
- Social Services
- Educational Support Centre
- CAMHS
- Other agencies as necessary

APPENDIX A :- LEVELS & RESPONSES TO INAPPROPRIATE OR UNACCEPTABLE BEHAVIOUR	
LEVEL 1 ACT	STANDARD RESPONSE

<ul style="list-style-type: none"> ▪ Teasing/name-calling ▪ Pushing/pushing in ▪ Talking when teacher/TA is talking ▪ Interrupting or calling out ▪ Attention-seeking/clowning around ▪ Distracting others ▪ Avoiding work/wasting time ▪ Inappropriate use of school equipment including playground equipment ▪ Running inside/rolling around ▪ Arguing with other pupils ▪ Being uncooperative ▪ Spoiling other pupils' games ▪ Deliberate spoiling of uniform ▪ Playing in banned areas eg. mud 	<p>Class Teacher imposes one or more of the following:-</p> <ul style="list-style-type: none"> ▪ Listening to all sides, talking through and resolving incident, including apology, and recording where necessary ▪ Warning systems ▪ In-class sanctions eg. working on own, time out ▪ Missing play ▪ Relocating to work outside the heads Heads office. ▪ Informing parents at home time
<p>LEVEL 2 ACT</p>	<p>STANDARD RESPONSE</p>
<ul style="list-style-type: none"> ▪ Persistent Level 1 behaviour ▪ Arguing back or rudeness to staff ▪ Spitting ▪ Lying ▪ Biting, hitting, kicking, punching ▪ Defacement e.g. scribbling on desk or other work ▪ Fighting – escalating from squabbles ▪ Swearing – both verbally & other ▪ Provocation – ‘winding up’ ▪ Inappropriate use of ICT including the internet and texting 	<p>Class Teacher in consultation with Headteacher or SLT imposes one of the following: -</p> <ul style="list-style-type: none"> ▪ Listening to all sides, talking through and resolving incident, including apology, ▪ Informing parents ▪ Missing one or more playtimes (supervised) ▪ Withdrawal from school trips/sport events
<p>LEVEL 3 ACT</p>	<p>STANDARD RESPONSE</p>
<ul style="list-style-type: none"> ▪ Persistent Level 2 behaviour ▪ Deliberate damage to school property/ Vandalism ▪ Assault/Violence (serious or unprovoked) ▪ Fighting ▪ Stealing ▪ Racist or sexist remarks or behaviour ▪ Bullying/Extortion ▪ Running out of school 	<p>SLT or HT who imposes all of the following:</p> <ul style="list-style-type: none"> ▪ Investigating and recording behaviour ▪ Informing parents in person (and in writing if un-contactable) ▪ Lunch time detention ▪ Considers exclusion

Appendix B - Anti-Bullying Policy

Ashbourne Hilltop School believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied. The School is keen to address any sort of anti-social or unkind behaviour and will not tolerate it.

Definition of Bullying

Bullying is a premeditated, malicious and persistent action. It may take the form in one of the following ways, either by an individual or as part of a group:

- a) **Physical** – when a child is physically punched, kicked, hit, spat at etc.
- b) **Verbal** – verbal abuse can take the form of name-calling. It may be directed towards gender, ethnic origin, physical/social disability or personality etc.
- c) **Exclusion** – a child can be bullied simply by being excluded from discussion/activities with those they believe to be their friends.
- d) **Damage to Property of Theft** – pupils may have their property damaged or stolen.
- e) **Text messages or social networking** – when a child receives malicious and threatening messages, and has the potential to be persecuted 24 hours a day.

Action to be taken if bullying is suspected:

If bullying is suspected the Head will talk to the suspected victim, the suspected bully (bullies) and any witnesses. If any degree of bullying is identified, the following action will be taken.

We support the victims in the following ways:

- a) By offering them an immediate opportunity to talk about the experience with their class teacher or another member of staff
- b) Informing their parents/guardians
- c) By offering continuing support when they feel they need it
- d) Using Circle Time to discuss positive behaviour and what makes us sad/happy
- e) By taking one or more of the disciplinary steps described below to prevent more incidents

We also discipline, yet try to help the bullies in the following ways:

- a) By talking about what happened, to discover why they became involved
- b) Remaining non-judgemental taking any circumstances into account
- c) By continuing to work and support the child/children, teaching appropriate behaviour using a positive play approach
- d) Informing their parents/guardians
- e) By taking one or more of the disciplinary steps described below to prevent more incidents

Disciplinary Steps:

- 1) The child/children will be reminded, by the Head Teacher of the school rules and appropriate behaviour
- 2) The parents/guardians will be informed, where necessary
- 3) If incidents continue to occur the child/children may be excluded from the playground at break and/or lunch times and prevented from using the school bus service
- 4) They may receive additional support from Behaviour Support Unit

If, following support, intervention and assistance there is no improvement in behaviour, Local Education Authority (LEA) guidance would be sought and followed.

The Schools Commitment:

Ashbourne Hilltop has always been keen to promote positive behaviour and in 2002, following discussions involving Staff, Governors and Parents, decided to commit to Derbyshire's Anti-Bullying Commitment (ABC). It was felt that this would further enhance the School's ethos of laying the foundations for good future citizenship.

Part of the commitment is to include Parents and other interested parties in the process of creating and maintaining associated programmes of work which support existing strategies as part of the Personal and Social Education Programme. The whole School is involved in promoting positive behaviour, encouraging respect to adults and peers and creating an environment which is happy, safe and which bullying has no part.

Appendix C – Physical Intervention (use of force)

. The school follows the DfE guidance as outlined below.

What is reasonable force?

'reasonable force'... covers the broad range of actions... that involve a degree of physical contact with pupils

The DfE guidance says that 'reasonable force':

... covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

It adds that force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight, or restraining a pupil to prevent violence or injury.

The guidance also emphasises that:

... it is always unlawful to use force as a punishment.

When can schools use reasonable force?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Examples of situations where members of staff may use reasonable force include:

- Removing disruptive children from the classroom where they have refused to follow an instruction to do so
- Preventing a pupil behaving in a way that disrupts a school event or a school trip or visit
- Preventing a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Preventing a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground

Who can use reasonable force?

... the power to use reasonable force applies to any member of staff at the school

The DfE says the power to use reasonable force applies to any member of staff at the school.

It can also apply to people whom the headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school organised visit.

Unacceptable techniques

The DfE identifies certain restraint techniques which present an unacceptable risk when used on children and young people. These techniques are:

- The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing
- The 'double basket-hold' which involves holding a person's arms across their chest
- The 'nose distraction technique' which involves a sharp upward jab under the nose

Notifying parents of physical contact

The requirement to record and report on each significant use of force was due to come into force on 1 September 2011.

However, following a review by the DfE, the schools minister announced that the duty would not be commenced, and instead would be repealed at the "first suitable legislative opportunity".

Good practice for schools to speak to parents about serious incidents

Section 7 of the guidance linked to above says:

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

Other physical contact with pupils

... it is not illegal to touch a pupil

The DfE says that it is not illegal to touch a pupil and that there are occasions when physical contact with a pupil is 'proper and necessary'.

Examples of where touching a pupil might be proper or necessary, include:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- When comforting a distressed pupil
- When congratulating or praising a pupil
- When demonstrating how to use a musical instrument
- When demonstrating exercises or techniques during PE lessons or sports coaching
- When giving first aid

The legal right to use reasonable force where necessary

The legal right to use force in certain circumstances comes from the Education and Inspections Act 2006. Reasonable force is allowed to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline at the school

Section 93: Power of members of staff to use force, Education and Inspections Act 2006, [legislation.gov.uk](http://www.legislation.gov.uk)

<http://www.legislation.gov.uk/ukpga/2006/40/section/93>