

Ashbourne Hilltop Primary and Nursery School



Behaviour Policy

Review history

<u>Approving Body</u>	<u>Date</u>	<u>Minute number</u>
FGB	17.05.21	108/21-8.3
FGB	18.09.23	FGB/180923/14i

Positive Behaviour Policy

Rationale

It is proven that positive behaviour in school promotes higher standards of attainment and progress, as well as nurturing wellbeing and good mental health. For this reason, it is essential that all of the Ashbourne Hilltop Community demonstrate consistently positive behaviour.

Many schools refer to their behaviour policy documents as “Behaviour Management” policies. At Ashbourne Hilltop we believe this approach places too large an emphasis on the management and control of behaviour. Our positive behaviour change approach reflects our belief that it is essential we promote long lasting, positive behaviour change for all of those in our community. We will utilise relationships and restorative conversations, alongside rewards and consequences, to ensure the development of positive behaviour and positive approaches that enable pupils to manage their own behaviour.

Positive Behaviour for Learning enables students to engage in learning, make good academic progress and sustain good relationships with both adults and peers. Establishing Positive Behaviour for Learning helps students make smoother transitions into new schools, employment and adult life.

Hilltop Primary School expects the highest standards of behaviour from children, parents, staff and Governors. We encourage and praise positive social and learning behaviour at all times. We foster a growth mindset which promotes resilience and self-esteem.

Policy Statement

At Hilltop, we believe that positive behaviour is the key to a good education. If the aims of the school are to be achieved then children, staff, parents and governors must all play their part. It is for the adults to set firm boundaries, encourage, support, listen, challenge, inspire and excite. It is necessary for children to listen, work hard, follow instructions, be friendly, show kindness and develop a sense of personal responsibility.

The function of an effective behaviour policy is to provide clear guidance to children, parents, staff, and governors. It will reflect the values the school wishes to foster and the measures that will be taken if inappropriate behaviour is stopping an individual or group from being fully and positively involved in school life.

Children behave best when they know very precisely what is expected of them and what the boundaries of acceptable behaviour are. If good behaviour is to be the norm throughout the school, then it is essential that guidelines be applied consistently by all.

Aims

- To establish high expectations and standards of behaviour and interactions, that are consistently applied across the whole school community.
- To create a calm and happy environment in which all children and grown-ups can thrive.
- To encourage tolerance, patience and understanding.

- To promote consideration, mutual respect and good manners.
- To foster self-discipline and a growth mindset.
- To build respect for personal belongings and school property.
- To demonstrate that every child and adult in the school community is known and valued.
- To provide opportunities for children to develop feelings of self-worth and raise self-esteem.

Strategies

- Expectations and acceptable behaviours will be agreed and identical in every classroom.
- Each class will display the school rules. These will be discussed at the start of the school year.
- All school adults will positively reinforce these expectations and rules in all areas of the school.
- Staff will model respectful and friendly behaviour and language in their conversations and interactions with all adults and children.
- When dealing with negative behaviour, staff will not use a raised or cross voice. Staff will always show positive regard for pupils.
- Staff will help pupils to think through their actions, understand what has gone wrong and identify how to repair relationships. Pupils will be helped with mindful strategies to help them in future situations.
- Through use of Class Dojo and other communications, positive behaviour will be quickly recognised and celebrated.
- Staff will plan activities across the curriculum to teach and promote positive behaviour and attitudes; including the British Values of: democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs.
- Rewards and sanctions will be identical and displayed in all classes. Pupils will know immediately if their behaviour is unacceptable and they will be supported to improve and make a fresh start.

Ashbourne Hilltop School Rules

We are ready
We are respectful
We are safe

These are the rules displayed in each classroom and are designed to be easily understood by all the children.

Visible Adult Consistencies

Adults at Hilltop Infant School are committed to 4 adult consistencies. These are 4 behaviours that each adult display without fail while in school. These are:

- Take up time: Each pupil is given at least 10 seconds take up time to process a question or a request.
- Controlled voices: Adults use calm voices when dealing with all situations.
- High expectations: Every adult in school must understand the expectations of both pupil and adult behaviour when at and away from school. These expectations must always be upheld by every member of staff.

- Positive noticing: First attention must always be to highlight best behaviour. Embellished countdowns and positive mentions highlight the positive expected behaviour for pupils to follow.

Relentless Routines

All members of the Hilltop community are committed to 3 relentless routines. These are 3 ways of behaving that each adult and pupil displays without fail while in school. These are:

- Meet and Greet: Each morning the pupils are welcomed into the classroom using a cheerful smile and a physical recognition of their acceptance into the classroom. The pupils are invited to shake hands, high 5, fist bump, fist bop or otherwise greet the adults in their classroom. There is no expectation that the pupil has to accept this invitation if they do not wish to.
- Wonderful Walking: Chin up, chest forward, hands by the side or behind the back and walking at a sensible pace.
- Count Downs: Giving pupils time to self-regulate and bring their own thought back into a group discussion or adult conversation is essential to enable consistent and positive conversations.

Rewards and Consequences

All children get instant feedback on their behaviour and know they are noticed for doing the right thing. Hilltop adults place great importance on children being heard and understood. This means that adults in school make time for children and make the most of opportunities to praise, support and value each individual.

All school adults recognise the need to spot and praise good behaviour quickly. Verbal praise is used in conjunction with Class Dojo points. These Class Dojo points will be given singularly for many reasons, including the following linked to our positive behaviour change strategy.

- learning behaviours
- my best work
- role models and school rules
- going above and beyond in any area of school

Attendance will be rewarded on a half termly basis at the end of the term. Those pupils with 100% attendance will received a reward during the last week.

We have an achievement assembly on Fridays when good work and good behaviour is celebrated. Each class selects 2 pupils, one from the week's growth mindset/learning behaviour value and one as a class role model for the week.

These pupils receive a certificate and an invitation to "Pop and Choc Friday". During this time these pupils are rewarded with popcorn and chocolate milkshake/ hot chocolate before returning to their classrooms. Children are also encouraged to bring in medals, certificates and awards that they have earned from any out of school activities.

The Hilltop Behaviour Blueprint (Appendix A) outlines the processes adults at Hilltop go through when dealing with behaviour which contravenes the 3 school rules. Adults will utilise the stepped consequences structure in order to deal with any bad choices.

Stepped Consequences

Hilltop staff have undergone training related to a relational approach to behaviour support. They have also undergone training regarding “appropriate” and “proportionate” consequences for any bad choice that breaks a school rule.

Consequences can take 2 basic forms:

Natural consequences: A natural consequence is anything that happens naturally, with no adult interference.

Examples of natural consequences:

When you stand in the rain, you get wet. When you don't eat, you get hungry. When you forget your coat, you get cold.

Logical consequences: Logical consequences are consequences that are set by an adult. At Hilltop they will be clearly linked to the action and will reinforce a pupils understanding of their bad choice and what the good choice would have been.

Examples of logical consequences:

If a child draws on the wall, they are instructed to clean up what they drew. If a child breaks a resource, they should try to fix this. If they leave an area a mess, they will have to clean it up. If they upset or hurt a child, they may have to write a note in apology.

All of these consequences should be implemented by the adult with respect. They are not implemented as a punishment for the bad choice, but rather a consequence used to teach why the bad choice made was wrong and support reflection on what should have happened.

Though staff will work to avoid it, there may still be times when further stepped consequences such as missed break times will be implemented. This will be when the school is supporting a pupil with repeated low level breaches and other consequences have had no positive impact.

In addition to the stepped consequences set out in the behaviour blueprint, the following steps may be taken to meet the needs of individual pupils.

- Individual programmes of work such as anger management work, controlling your feelings.
- Discussion in groups or whole class using a circle time approach to support the school's PSHE programme
- *Social Learning* programme - setting targets.
- Social stories
- Nurture provision

This list is not exhaustive and a range of strategies may be undertaken to fully meet the needs of individual pupils.

Low level negative behaviours

- When negative behaviour happens, staff will listen to the child and seek to identify the root cause. From this, they will discuss it with the child and help them to find better ways of dealing with it in future.
- Staff will endeavour to develop positive relationships with parents in order to ensure that expectations at home and school are complimentary and provide a united message of expectation to pupils.
- If a child regularly struggles to use appropriate behaviour or follow school expectations, the class teacher will contact the parent and discuss individualised ways to support the child in school.
- Interventions, such as Nurture Groups, will be used to support children to recognise and use positive behaviour.

These low level behaviours may be recorded using internal systems in order to track patterns and inform future provision planning.

Serious incidents are recorded using our online MIS system to allow for more details tracking and to inform future provision planning.

Serious or dangerous negative behaviours

- In more serious cases, where negative behaviours cause concern about a child or adults's welfare or safety, a member of the Senior Leadership Team or the Family Resource Worker will follow the procedures of the Derbyshire Safeguarding Children Board. This will mean informing parents of these concerns and may also mean that a referral to outside agencies such as School Health, CAMHS, Behaviour Support, Educational Psychology or the Multi Agency Team (MAT) is considered.
- School will always try to work with parents to support positive changes in behaviour and expects parents to take responsibility for creating helpful routines and firm boundaries in all situations.
- If school has reason to believe that negative behaviours are being triggered by significant harm, that the child has suffered or been witness to, the Designated Safeguarding Lead will seek advice and may make a referral to Starting Point.
- The school will have clear procedures for dealing with minor or major incidences of negative or dangerous behaviour and will record these on Arbor (the school MIS) in order to monitor and improve the situation.
- Where necessary, the school will consider whether an ongoing behaviour falls under the category of bullying. If, after investigation, it is decided that bullying behaviour has occurred, the school will contact the parents of all involved parties and work restoratively with the children to ensure it does not happen again. The school has a duty to record identified incidents of bullying with Derbyshire County Council and follows DCC guidance on this.

Serious Breaches in Behaviour

Major breaches of discipline include physical assault, deliberate damage to property, verbal abuse, refusal to work and disruptive behaviour in class or leaving the school building/premises without

permission.

This type of behaviour is rare and it is the responsibility of the Head Teacher to deal with it firmly, particularly if the problem keeps recurring.

The standard procedure for dealing with serious breaches follows a set pattern. Failure to improve leads automatically to the next stage - each stage is recorded. See Appendix B.

Procedures for Dealing with Serious Breaches

- A verbal warning by the Head Teacher as to future conduct.
- Withdrawal from the classroom for a fixed period (an internal exclusion – Parents informed)
- A phone call or letter to parents informing them of the problem.
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour.
- If problems persist, a behaviour contract and Individual Behaviour Plan will be drawn up between the child, parent and school,
- If the problem is severe or recurring, then exclusion procedures are implemented and the *Governing Body and Local Authority are informed. This initial exclusion is for fixed period of time, called a fixed term exclusion.*
- A meeting involving parents and support agencies is convened to further develop support plans.
- Permanent exclusion after consultation with the Governing Body and the LEA.
- Parents have the right of appeal to the Governing Body against any decision to exclude.

These procedures will always be followed in order to ensure the best possible outcomes for all pupils.

Physical Intervention

Where possible, a physically violent child will be taken to a safe and quiet place to calm down under supervision. The child would then be taken to the Head Teacher who will take immediate action to involve parents.

In the *extremely rare* situation of a child continuing to physically assault a child or adult, and being unable to stop, minimal restraint may be used to protect the physical wellbeing of all concerned. School staff have undertaken training from PROACT-SCIPr-UK® (Positive Range of Options to Avoid Crisis and use Therapy) trainers and will utilise this approach when appropriate.

The Head Teacher will work with members of staff and parents to devise an action plan to meet the child's needs. This may include, using a book to record all incidents involving an individual pupil, the involvement of other agencies - Social Services, Educational Psychologist, Behaviour Support team etc.

Recording and Monitoring Serious Behaviour Breaches

Any serious breach in behaviour will be recorded in the behaviour log on Arbor and the situation discussed with the Head Teacher. This will be used to ensure that repetitive or increasing behaviour is noticed and addressed fully. The system also allows staff to search for patterns of behaviour which

can give information regarding the root cause of behaviour.

This system is not for minor incidents in day to day classroom management but is used to record serious incidents or breaches of discipline.

Serious incidents may include -

- Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property
- Loss, theft, or damage to property

Breaches of discipline may include

- Verbal abuse
- Physical abuse
- Assault
- Defiant refusal

Any member of staff suffering verbal or physical abuse will complete a DCC Assault Form.

Exclusion must always be recorded *and the Local Authority informed*.

Any other incidents or matters of a serious nature must also be recorded.

Intervention

At Hilltop, most behaviour is good. Where it is not, we understand that there is usually a cause which needs to be identified and addressed. All children are held in high regard and supported positively by the adults.

‘Even in schools that provide a calm, supportive environment, there may be children that do not flourish’ (Intervening Early, dfes 2002). Some children are unable to learn due to personal, social and health reasons:

- unable to cope with or respond to instructions
- attention seeking
- anxious and worried
- find communicating difficult
- unable to concentrate
- aggressive
- afraid to attempt new things

Children displaying such behaviour may benefit from early intervention.

Negative behaviour may stem from a gap in social development e.g. lack of social learning or low self-esteem whereby they haven’t developed the tools and understanding of how to play/share/turn-take with others. Early intervention through the use of planned activities, feelings work in small groups with a TA, long-term Nurture Group placement, additional rewards and positive strategies can often be very beneficial in teaching the social and emotional knowledge which then creates more positive behaviour.

Sometimes, a specific incident, traumatic event or change in personal circumstances can cause a child’s behaviour to change and become negative or attention seeking. In these cases, it is important for the teacher/ Home School Mentor to be able to speak with the parents/carers to explore

possible triggers and to look supportively and frankly at how to make sustained changes. Intervention for parents and children may be offered by the Home School Mentor or by referral to the Multi-Agency Team.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs. Occasionally children with Special Educational Needs (S.E.N.) have targets in their IEPs that deal with behaviour. These will need to be taken into consideration when dealing with individual children. If deemed necessary a child will be given an individual behaviour plan.

Outside agencies

At times it may be necessary to ask for further support from outside our school. Advice may be sought from the following agencies: CAMHS; Behaviour Support; SSEN; Educational Psychology; Speech and Language Therapy and Holbrook Centre for Autism.

The Multi-Agency Team, is a service made up of Family Support Workers and Assistants and professionals from Social Care who can support families, short-term at home, with any factors which may be affecting the behaviour and wellbeing of a child. School may refer families to this service but parents can also refer themselves for support with: routines, parenting skills, household management, help and advice with times of financial or social difficulty. Their aim is to provide personalised support to parents as a time limited intervention, to bring about positive outcomes for the whole family.

In all cases when intervention is necessary, children and parents will be informed about the intervention that is in place and how it will be supported.

Parents/ Adults

Parents/Adults can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school.
- By maintaining good contact and informing school of difficult or changing circumstances.
- By knowing that learning and teaching cannot take place without sound behaviour.
- By remembering that staff deal with challenging negative behaviour patiently and positively.
- By knowing that if key adults are modelling aggressive/ anti-social/negative words and actions then there is a reasonable chance that children will copy such behaviour, and that good outcomes are reachable when parents, carers and other adults model positive words and actions towards people and situations.

This policy document was produced in consultation with the whole school community. This includes pupils, parents, school staff and governors. It is reviewed regularly by staff and governors.

Policy links:

Child Protection and Safeguarding

Anti-Bullying

SEND


Key Contacts

Head Teacher: Darren Hooley

SENDCO: Aimee Bell

Family Resource Worker: Jo Lee

Appendix A: Hilltop Behaviour Blueprint



Ashbourne Hilltop Behaviour Blueprint

When the adults change, everything changes.

Visible Adult Consistencies	Rules	Relentless Routines
<ol style="list-style-type: none"> 1. Controlled voices 2. Positive noticing 3. Take up time 4. High expectations 	<ol style="list-style-type: none"> 1. We are ready 2. We are respectful 3. We are safe 	<ol style="list-style-type: none"> 1. Meet and greet 2. Wonderful walking 3. Count downs

Our Value message

Feeling safe to learn and grow

Over and Above Behaviours	Microscript:	Stepped Consequences
<ol style="list-style-type: none"> 1. Marbles in the jar 2. Post card/Class Dojo 3. Phone call home 4. Pop 'N' Choc Friday 	<p style="color: #e67e22; font-weight: bold;">30 Second intervention</p> <ol style="list-style-type: none"> 1. Positive mentions 2. Name, I've noticed..... 3. Our rule is we are respectful 4. This is the third time I have spoken to you, you'll need to see me for 5 minutes at break time. 5. Do you remember yesterday when you That was brilliant. 6. Thank you for listening. 	<ol style="list-style-type: none"> 1. "Drive By" warning 2. Discussion with pupil regarding expectations of behaviour 3. Natural or logical consequence 4. 5 minutes missed from playtime 5. 10 minutes missed from playtime <p style="font-size: small;">A restorative conversation may be necessary to ensure all relationships remain positive.</p>

Serious Breaches

Staff will on occasion need to skip past some levels of our stepped consequences depending on the regularity and severity of the behaviour breach. Serious breaches of behaviour will be dealt with alongside senior leaders and decisions on consequences and learning will be taken based on the behaviour exhibited.

Appendix B: Procedures for Dealing with Serious Breaches Log

Pupil Name: _____

1. A verbal warning by the Head Teacher as to future conduct.		
Date	Staff Member	Notes
2. A verbal warning by the Head Teacher as to future conduct.		
Date	Staff Member	Notes
3. A phone call or letter to parents informing them of the problem.		
Date	Staff Member	Notes
4. A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour.		
Date	Staff Member	Notes
5. If problems persist, a behaviour contract and Individual Behaviour Plan will be drawn up between the child, parent and school,		
Date	Staff Member	Notes
6. If the problem is severe or recurring, then exclusion procedures are implemented and the Governing Body and Local Authority are informed. <i>This initial exclusion is for fixed period of time, called a fixed term exclusion.</i>		
Date	Staff Member	Notes
7. A meeting involving parents and support agencies is convened to further develop support plans.		
Date	Staff Member	Notes
8. Permanent exclusion after consultation with the Governing Body and the LEA.		
Date	Staff Member	Notes

9. Parents have the right of appeal to the Governing Body against any decision to exclude.		
Date	Staff Member	Notes

Version Control

Version Number	Author	Purpose/Change	Date
0-1	Darren Hooley	Initial draft after behaviour consultation – to staff	19/04/2021
0-2	Darren Hooley	Second draft after staff comment – to governors	22/04/2021
1-1	Darren Hooley	Approval at FGB	17.05.21
1-2	Darren Hooley	Amended to include small changes to Bullying Policy and logging tools	10.02.23
1-3	Darren Hooley	Amended based on New behaviour training and understanding, following discussions with all staff at INSET. Changes to stepped consequences included	13.09.23