

Hilltop Primary Academy



Behaviour Policy

Review History

Approving Body	Date Approved	Minute Number
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Positive Behaviour Policy

1. Statement of intent

Hilltop Primary Academy believes that it is essential to promote long lasting, positive behaviour for all of those in our community. We will utilise relationships and restorative conversations, alongside rewards and sanctions, to ensure the development of positive behaviour and approaches that enable pupils to manage their own behaviours.

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 Academy, therefore, 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.

Research shows that positive behaviour in school promotes higher standards of attainment and progress, as well as nurturing wellbeing and good mental health. Hilltop Primary Academy promotes acceptable and appropriate behaviour throughout the whole school community and expects this to be demonstrated in all aspects of school life.

Hilltop Primary Academy is committed to:

- ❖ Creating a calm and happy environment in which all children and grown-ups can thrive.
- ❖ Establishing high expectations and standards of behaviour and interactions, that are consistently applied across the whole school community.
- ❖ Promoting 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 sanctioning 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, staff, parents and Governors in the implementation of the school's policy and linked procedures.
- ❖ Promoting a culture of praise and encouragement in which all pupils can achieve.
- ❖ To encourage tolerance, patience and understanding and empathy.
- ❖ To promote consideration, mutual respect and good manners.
- ❖ 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.
- ❖ To encourage and support every child to be the best that they can be.

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

It is acknowledged that members of our school community may have different parenting experiences and views on behaviour. The aim of our policy is to bring everyone together to adhere to some basic key principles and practices that reflect our school values so that we can consistently help our children to thrive.

The school acknowledges 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.

"Students only perform to their best when they feel safe, secure, valued, and respected." – UK Parliament Education Committee.

Hilltop Primary Academy will:

- ❖ Refer to behaviour as appropriate or inappropriate in the correct context
- ❖ Praise pupils in front of others
- ❖ Address inappropriate behaviours, privately.
- ❖ Ensure that pupils who have been affected by inappropriate behaviours understand that this has been addressed.
- ❖ Use consequences that focus on opportunities to reflect, regulate, catch up, talk.

We are an inclusive school that welcomes and values all faiths and cultures within our school community and our vision and values are based on **RESPECT** and underpin all that we do.

These values are explicitly and implicitly taught in our Assemblies and through our curriculum. We are positive role models to our pupils and support them as they learn to understand their own behaviours and emotions.

2. Vision and Values

At Hilltop Primary Academy, we all strive to provide the best provision for all of the pupils who attend our school. This includes their academic education, values, behaviours and the knowledge and skills that will help them to become life-long learners, respectful citizens and successful members of the global community. We aim to support our children through RESPECT.

- ❖ **Ready** and responsible for learning. Being on time for school and after break and lunchtime. Wearing the correct uniform and using the correct equipment.
- ❖ **Empathy** - considering someone else's feelings by putting yourself in their shoes. Understanding what others might be going through.
- ❖ **Safe** – following school rules that keep us safe: playing safely, understanding safeguarding and who to go to if you need to tell or talk to someone, walking inside the school keeping hands and feet to yourself acting in a calm manner using equipment correctly using the internet responsibly .
- ❖ **Persevere** – Thinking about our school motto and believing in yourself, take risks and have the confidence to keep going, even when things are difficult.
- ❖ **Excellence** – in expectations of presentation in work and in how to present ourselves, doing the best you can in lessons, demonstrating a good learning attitude and in behaviour.
- ❖ **Community** – considering our school community, our local community and the global community. Understanding and living out the British values so that we play a positive part in our communities. Ensuring we listen to others' opinions, beliefs and know that everyone has a right to be in school and a right to learn.
- ❖ **Teamwork** – working and playing together. Listening to each other, taking turns, sharing resources, listening to others' opinions as well as contributing our own ideas. Understanding that everyone has an equal part to play in our school team.

3. Expectations

- ❖ Expectations and acceptable behaviours will be agreed and consistent throughout the school. This will be based on our School Vision and Values.
- ❖ Each class will display the school rules. These will be discussed and reviewed 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 inappropriate 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.
- ❖ Our Rewards and Sanctions system will be 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.
- ❖ Assembly will celebrate not only academic work but skills and behaviour for learning.

4. Behaviour Procedures

Every day, children's names are on READY TO LEARN on the Behaviour Ladder. This means every day is a new start.

Children will be able to move up the Ladder when they are working well. This could be for work they have produced in any of their lessons. Children are also noticed for their positive learning behaviours, listening skills, working well as part of team and for the effort they put into their learning. They will be moved up one step at a time.

Moving up the ladder means that they can achieve:

- ❖ Extra Dojo points
- ❖ Postcard Home
- ❖ Green Card / Sticker / Positive discussion with the Headteacher
- ❖ Special Reward (Pop and Choc with the Headteacher).

Equally, if children make the wrong choices, do not follow instructions, break the rules they will move down the Ladder. Children will always be given the chance to turn their behaviour round but if they continue to exhibit negative behaviours they will be:

- ❖ Moved to Stop and Think (about their behaviour and its impact)
- ❖ Yellow Card - 5 minutes time out to reflect or talk about concerns.
- ❖ Red Card – 15 mins time out to discuss concerns, regulate, catch up on work missed.

Again, this is one step at a time, down the Ladder. Children at any point can turn their behaviour round and move back up the Ladder. If a child is physical with another child or member of staff (pushing, hitting, kicking etc) or discriminatory language is used, they will move straight to a Red Card.

If a child receives 3 Red Cards in a half term, parents will be asked to come into school to discuss their child's behaviour.

The school will make it clear to parents and pupils that they are able to use Yellow and Red cards as a sanction to deter future misbehaviour, during school hours (at break or lunchtime). The use of yellow and red cards as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used. This time is a chance for pupils to reflect on their behaviour and, where appropriate, complete restorative tasks e.g. a conversation with the teacher, a letter of apology, tidying mess made.

All teachers at the school will be permitted to impose yellow and red cards on a pupil, unless the Headteacher decides to withdraw this power from any teacher.

Parental consent will not be required for time to be spent inside and, therefore, the school will be able to issue it as a sanction without first notifying the parents of the pupil, including for same-day incidents.

When issuing Yellow and Red cards, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the time inside is during lunchtime, a minimum of 30 minutes will be allocated to allow the pupil time to eat, drink and use the toilet.

Awards Assembly

Hilltop Primary Academy holds an Awards Assembly on a Friday morning to celebrate pupil's personal best achievements for good work and Learn to Learn skills such as, actively listening, being a role-model, sharing with others, taking turns, teamwork, etc. Each class teacher selects 2 pupils each week based on how their individualised, personal best. Parents are sent an official invitation to attend, if their child has received an award. The school ensures that this is a special occasion with selected music and a red carpet. Pupils are given their certificate, a stick and a blue sash to wear through the day.

5. Low level 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.

Behaviours are recorded using internal systems in order to track patterns and inform future provision planning.

Incidents are recorded using our online MyConcerns system to allow for more details tracking and to inform future provision planning.

6. Safeguarding

- ❖ In more serious cases, where negative behaviours cause concern about a child or adult's welfare or safety, a member of the Designated Safeguarding Lead / Senior Leadership Team 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 or Educational Psychology 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 boundaries in all situations.
- ❖ If school has reason to believe that 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.

7. Serious Inappropriate Behaviours

Serious breaches of the expected behaviour 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 Headteacher to deal with this particularly if the problem keeps recurring.

8. 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 Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; 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. For example, disciplinary sanctions, will not jeopardise the police investigation.

9. 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 Child Protection and Safeguarding Policy.

10. Procedures for Dealing with Serious Inappropriate Behaviours

- A verbal warning by the Headteacher as to future conduct.
- A phone call to parents informing them of the situation.
- A meeting with parents, and advice given about the next stage unless there is an improvement in the pupil's behaviour.
- If serious inappropriate behaviours 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 suspension procedures are implemented and the Governing Body and Local Authority are informed. Suspensions are for fixed period of time.
- A meeting involving parents and relevant support agencies is convened to further develop support plans.
- Permanent exclusion is not a sanction the school wishes to take. However, if such serious and inappropriate behaviours continue and, after consultation with the Trust, the school will take steps to implement this, if needed.
- 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.

11. Intervention

At Hilltop Primary Academy, we understand that there is usually a cause which needs to be identified and addressed that affects behaviour. 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, DfE 2002). Some children are unable to learn due to personal, social and health reasons:

12. Understanding behaviour in our school:

Our practice is aligned with current research and theory from the fields of attachment and trauma, behaviour and on effective support for personal development. These approaches are based around the principles that:

- ❖ All behaviour is a form of communication.
- ❖ Emotions matter to learning.
- ❖ **Positive Relationships:** We prioritise building positive relationships between staff, children, and families. We aim to create a secure base for our children, where they feel valued, respected, and supported. By fostering a sense of belonging and trust, we can create an environment where children can develop healthy attachments.

- ❖ **Emotional Regulation:** We understand that children who have experienced trauma may struggle with emotional regulation. Our staff are trained to recognise signs of distress and respond appropriately. We provide tools and strategies to help children manage their emotions effectively, promoting self-regulation and resilience.
- ❖ **Sensory Considerations:** We recognise that sensory experiences can significantly impact a child's behaviour and well-being. Our classrooms and learning spaces are designed to be sensory-friendly, considering factors such as lighting, noise levels, and visual stimuli. We can provide sensory breaks and calming areas where children can regulate their sensory input.
- ❖ **Trauma-Informed Approaches:** We adopt trauma-informed practices throughout the school. Our staff receive training in trauma awareness and understanding the impact of adverse childhood experiences. We prioritise creating a safe and predictable environment, with clear routines and expectations. We utilise strategies such as trauma-sensitive language, de-escalation techniques, and trauma-informed interventions when needed.
- ❖ **Social-Emotional Learning:** We incorporate social-emotional learning into our curriculum to support the development of empathy, self-awareness, and positive relationships. Through activities, discussions, and role modelling, we help children develop essential social and emotional skills that positively contribute to their overall well-being and behaviour.

Children displaying such behaviour may benefit from early intervention.

Removal from the classroom

Occasionally it may be necessary to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a space that is:

- ❖ In an appropriate area of the school.
- ❖ Stocked with appropriate resources.
- ❖ Suitable to learn and refocus.
- ❖ Supervised by trained members of staff.

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

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.

13. SEND

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. Steps may need to be taken to ensure every child's safety in school.

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 behaviour and put in place support to prevent these, considering 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
- ❖ A short-term part-time timetable to support with overwhelm and dysregulation at certain times of the day
- ❖ Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher

14. Physical Intervention

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. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. 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 pupil will be supported to regulate their emotions and behaviour. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

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 the Suspension and Exclusion Policy.

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.

15. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in this policy 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 a 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, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

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 and will be dealt with in accordance with the Complaints Procedures Policy.

16. Recording and Monitoring Serious Inappropriate Behaviour

Any serious breach in behaviour will be recorded on MyConcern and the situation discussed with the Headteacher. 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
- ❖ Discriminatory abuse
- ❖ Physical abuse
- ❖ Assault
- ❖ Defiant refusal

Any member of staff suffering verbal or physical abuse will complete an 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.

17. 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; Educational Psychology; Speech and Language Therapy.

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.

18. 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 effective 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.

19. Key Contacts

Mrs R Barker: Headteacher and Designated Safeguarding Lead
 Mr J Bartlett: Assistant Head and Deputy Designated Safeguarding Lead
 Mrs D Bell: Office Manager and Deputy Designated Safeguarding Lead
 Miss A Bell: SENDCO

20. Appendix A: Behaviour system



Headteacher's Praise  Hilltop Primary Academy	Name:	Class / Year group:
	Date:	Issuing teacher:
	Reason:	
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Ready to Learn

Ready to Learn



Stop and Think



Time owed: 5 minutes Yellow Card Hilltop Primary Academy	Name:	Class / Year group:
	Date:	Issuing teacher:
	Reason:	
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15 minutes Red Card Hilltop Primary Academy	Name:	Class / Year group:
	Date:	Issuing teacher:
	Reason:	
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Parents invited into school