

The Hills Academy

# Behaviour Policy

*Updated: January 2017*

*Scheduled Review Date: January 2018*



# POLICY

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## **1. Philosophy**

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We believe that behaviour expectations at The Hills Academy are met by providing our children with an atmosphere that is orderly, purposeful and caring in which to thrive, with a school ethos that demonstrates courtesy, consideration, compassion and is conducive to the task of learning and harmonious co-operation. In turn we encourage our children to develop a sense of pride in the school and feelings of personal achievement. Behaviour is 'The way we act and respond to people and to situations we find ourselves in.'

## **2. Legal Requirements**

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The Education and Inspections Act of 2006 requires that the Headteacher of a maintained school should determine measures designed:

1. to promote self-discipline and proper regard for authority amongst pupils
2. to encourage good behaviour and respect for others on the part of pupils and in particular, prevent all bullying amongst pupils
3. to secure that the standards of behaviour of pupils are acceptable and otherwise regulate the conduct of pupils.
4. See appendix 1 for legislative links

## **3. Aims**

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We aim to:

1. Equip our children to become responsible, civilised, well-rounded members of society.
2. Involve all members of the school community in the development and promotion of a Code of Conduct where a clear set of shared behaviour expectations is stated.
3. Promote positive behaviour, for example: self-control, co-operation and on-task learning.
4. Consistently reward positive behaviour and deal fairly with misdemeanours.
5. Encourage our children to respect and value all members of the school community and their surroundings.
6. Develop positive self-esteem, assertiveness, communication, self-confidence, self-discipline and personal accountability.
7. Promote and foster a parental partnership and excellent links with support services and the community in general, with regard to discipline.

## **4. Practice and Curriculum Organisation**

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As a whole school, we recognise the importance of positive praise, encouragement, incentives and inducements and how this can enable effective learning to take place. Most pupils react well to praise and there is something worthy of praise in all pupils. It is therefore the responsibility of each teacher to ensure that the organisation and management of their classroom facilitates positive behaviour.

A rich stimulating environment based on first hand learning experiences with tasks suitably matched to the ability of pupils allows each child to be actively involved in their own learning and negates the possibility of frustration resulting from a rigid curriculum.

Through the delivery of a comprehensive PSHE curriculum-this learning process is enabled more effectively by teaching pupils to value relationships as fundamental to their development and fulfilment of themselves and others, and to the good of the community.

Through promoting positive behaviour, we recognise that each child should have a:

1. Communication right- the right to learn through collaborative talk which allows them to develop an awareness of and respect for the views and needs of others. Children should have the right to express themselves, share ideas and ask questions.
2. Movement right- the right to move safely around the teaching space and the school environment.
3. Conflict-resolution right- the right to settle their problems or tell their side of the story in a dispute by engaging in open, honest and non-judgemental discussions between themselves, to their teacher or other adults within the school.
4. Learning right- the right to learn in a positive working environment which enables everyone to learn and the teacher to teach.

These rights are supported and consolidated by:

1. The Hills Academy Code of Conduct.
2. Key statements detailed in individual classroom Codes of Conduct.
3. Statements regarding the right to feel safe all of the time as detailed in our anti-bullying policy.
4. School Council meetings held with the Headteacher.

## **5. The Hills Academy Code of Conduct**

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Pupils will:

1. *Attend school regularly and on time*
2. *Listen carefully at all times*
3. *Do all my school work and homework to the best of my ability*
4. *Live the school values and be friendly, considerate, polite and helpful to others at all times*
5. *Remember the classroom and playtime rules and carry them out.*
6. *Take good care of myself and my surroundings*
7. *Let staff know if I experience any problems which are affecting my happiness and progress at school*

***The emphasis should be on the positive approach of encouragement and praise, rather than negative criticism. When criticism is appropriate, it should be constructive and include actions to improve behaviour. The list set out below is NOT any order of priority.***

## **6. Procedures for supporting good behaviour and its rewards**

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\* Good behaviour should be rewarded at all times.

This can be achieved by-

1. Informing parents.
2. Using positive body language- e.g. smiles, tone of voice.
3. Providing positive verbal responses.
4. Endorsing expected behaviour.
5. Providing positive expectations/instructions.
6. Awarding stamps/stickers – Key Stage consistent.
7. Awarding house points. Agreed reward across the school for winning houses.
8. Naming 'A Star of the Week' in circle time- FS, Key Stage 1 & 2.

9. Allowing children the opportunity to undertake specific areas of responsibility within the school.
10. Curriculum choosing time.
11. Placing children into the Gold Book twice each year and in the Green Book for Eco – friendly behaviour.
12. Presenting gold certificates during a whole-school assembly.
13. Public acknowledgement in front of a group, class or key stage.
14. Photocopying good work and sending this home.
15. Providing class privileges- e.g. additional playtime, extra outdoor games session.
16. Sending children to another member of staff to receive praise.
17. Sending children to Headteacher to show work and receive praise.
18. Identifying specific pupils to work as part of an emotional literacy group. (This is a strategy to model and encourage positive social and emotional behaviour)
19. Dragonflies Outdoor learning. *Children can be recommended for Dragonfly sessions to model and encourage positive social and emotional behaviour/communication*

***Even in a well-ordered and positive environment, it may be necessary from time to time for sanctions to be applied. The list set out below is NOT in any order of priority, and it may not be necessary to apply all sanctions in each case.***

## **7. Procedures for managing unacceptable behaviour and its sanctions**

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**\* Sanction individual behaviour rather than the punishment of the whole group or class.**

This can be achieved by-

1. Detailed notes to be kept as behaviour logs, that are recorded on the days and handed to the SENDCO or Assistant SENDCO.
2. Ask that the school is informed of any circumstances that might affect a child's behaviour.
3. Using body language to portray disappointment- e.g. tone of voice.
4. Discussing behaviour with child and providing a verbal response to the behaviour shown- Child to consider ways to improve behaviour. \* see appendix 3 for suggestions on good practice
5. Carrying out a 'useful' task in school.
6. Endorsing expected behaviour as an example to others.
7. Withdrawal of privileges- time out **within** the classroom.\* see appendix 2
8. Informing parents.

Placing a child on 'Playground watch'. *When concerns arise regarding their behaviour, a child can be placed on playground watch. This is raised as an item on the agenda at a staff meeting/all staff are made aware and all lunchtime staff are informed. The senior supervisor and teaching staff are required to observe and comment on that child's behaviour during lunchtime and playtime for a minimum of one week. It is the responsibility of every class teacher to record a comment for each day, even if it is 'Child A had a happy playtime'*

9. Assigning a trained learning mentor to an individual pupil. The mentor will liaise with the SENDCO/ Class Teacher and attend a half-termly meeting with the SENDCO and parents to review progress.
10. Sending child to another member of staff- 'cooling off' period- **record in centrally kept book (staffroom notice board). SENDCO/ASSISTANT SENDCO TO BE NOTIFIED ON THE DAY.**
11. Inform Headteacher.
12. Discussing behaviour with SEND co-ordinator (Place on register Behaviour plan).

13. Negotiating an Individual Education Plan/PSP through identifying areas of concern and strategies that will enable the improvement of those identified areas (Support).
14. Completing a behaviour reward chart at school and at home or Home/School book.
15. Involving outside agencies (Support Plus), for example, the Educational Psychology service. Formal assessment procedures to then be followed.
16. Inform governors if extreme.
17. Up to two days excluded from classroom with teaching assistant/assistants.
18. Up to three days excluded off-site at another school with teaching assistant.
19. Temporarily excluding child.
20. Permanently excluding child.

***It is important that pupils know that they are under supervision at all times when they are on the school premises and/or on authorised school activities.***

## **8. Strategies for avoiding unacceptable behaviour**

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These include-

1. Offering the opportunity for children to stay indoors at lunchtimes if they would prefer-lunchtime club.
  2. Organised lunchtime activities
  3. Comprehensive delivery of Personal, Social and Health Education as identified in the National Curriculum document.
  4. Cloakrooms and corridors to be supervised at peak times. Lunchtime supervisors monitoring the movement of children in corridors at lunch time
  5. Collecting children promptly from playground/hall following playtimes and assemblies.
- Individual Risk Assessments made as necessary, for lunch times or school trips

## **9. Aide Memoire – Correct Procedures**

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1. If a child requires a change of environment from their classroom, appropriate supervision will be provided.
2. Members of staff to send red card to school office in case of an emergency. The red cards are displayed in each classroom and in the hall. There are red cards for class teachers to take to the field/ playground.
3. After lunchtime teaching FS and KS1 staff to be back in class by 1.15p.m. KS2 back in class by 1.45p.m.
4. Playtimes prompt transition, KS 1 to be inside by 10.45a.m. KS 2 inside by 11.15a.m.

## **10. Teaching and learning**

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Without a strong commitment to discipline, effective teaching and learning cannot take place. The use of inspiring and motivating teaching methods and the full involvement of all pupils are important ingredients in ensuring a well-ordered, well-motivated school.

## **11. Differentiation**

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At The Hills Academy, we ensure that appropriate activities are available by setting suitable learning challenges and responding to pupils' diverse learning needs. Opportunities for extension and enrichment are built into our schemes of work. Strategies for supporting pupils with particular needs are detailed in the Special Needs Policy, Inclusion Policy, Curriculum Enrichment Policy and the Disability Equality Scheme and action plan.

## **12. Equal Opportunities**

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The Hills Academy is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstance. All children will be given equal access to all areas of the curriculum and school life as a whole. Any under-representation of a particular group of pupils should be investigated to ensure that the policy does not discriminate against them, either directly or indirectly.

### **13. Inclusion**

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There is a commitment to inclusive practice. Inclusion is the responsibility of everyone in the school. The Equality Act 2010 provides an updated statutory framework to ensure that all people with protected characteristics are given equal opportunities. All children have the right to attend a mainstream school, unless their parents choose otherwise or if this is incompatible with 'efficient education for other children.' Alongside the act The Disability Equality Duty(DED), introduced into The Disability Discrimination Act in 2005, place new duties on schools not to treat disabled pupils less favourably than others and to make 'reasonable adjustments' to ensure that they are not disadvantaged. This may involve disabled pupils receiving more favourable provision.

**Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations' (Special Educational Needs and Disability Code of Practice: 0 to 25 years-September 2014).**

### **14. Assessment, recording and reporting to parents**

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Detailed records are kept by the SENDCO as behaviour logs and day books. They meet with the Headteacher and record on the SIMS assessment system so that patterns of behaviour can be observed. The information gained is used as a means of ensuring that the behaviour is modified as soon as possible. Any meetings with parents in addition to normal school procedures are recorded, dated, signed and included in the child's personal profile. Parents may wish to access further support through for example The Parent Partnership and/ or through completing a CAF (Common Assessment Framework) together with the class teacher and SENDCO).

### **15. Monitoring and evaluation**

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Detailed reports should be kept for the use of any disciplinary sanctions and all exclusions must be reported by the Headteacher to the governing body. Year group meetings in the summer term should ensure that a common approach to rewards and sanctions is in place in preparation for the new class presentations to parents. A record of pupils, who are in the Gold Book is kept by the classroom teacher. To make sure each child is entered twice a year. Key Stage Leaders observe behaviour during lesson observations. The School Council discusses behaviour on a regular basis.

### **16. INSET**

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16. INSET will be provided as identified in the School Development Plan.

### **17. Policy and guideline review**

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At least once in every year the document and measures therein should be brought to the attention of all pupils, parents, employees and anyone engaged to provide their services at the school.

## Amendments

Amendment Details	Made By	Date
Updated policy with Y5/6 additional information appendix	Charlotte Reardon	13.1.17
Removed 'golden' rules which were not recorded	Charlotte Reardon	13.1.17
Added new inclusion statement from SENCO	Charlotte Reardon	13.1.17

## Appendix 1

Government guidelines (2013) state that 'Teachers have the power to discipline pupils for misbehaving outside of the school premises to "such an extent as is reasonable." Subject to the behaviour policy, teachers may discipline pupils for: misbehaviour when the pupil is:

- taking part in any school-organised or school related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at school.
- OR 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 or
- could adversely affect the reputation on 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 A MEMBER OF STAFF.

### Legislative Links

- The Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- School Information (England) Regulations 2007
- Equality Act 2010
- The Education (Independent School Standards) (England) Regulations 2010
- Education Act 2011
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

## Appendix 2

### PROGRESSION FOR TIME OUT

#### Staged time out policy least to most intrusive:

In class time out option...colleague assisted time out...sending for assistance using red card

In class time out option: designated area in class/ egg timer/ poster demonstrating a child thinking calmly and realizing what he / she needs to do before they rejoin the class or group. Teacher models cue the pupil can give when they are ready to rejoin the class relaxed arms folded?

Colleague assisted time out: cue colleague with card send child to the other class for 15/20mins or sometimes for the rest of that session. In the other class the child is directed to 'calm and settle' when the teacher thinks they are ready will send them back escorted by a trusted child from the support class. It can help to give work if the child is settled enough. Support colleague not to give the child undue or special attention. Class teacher to explain to class that child will be with ... for time out ... speak to him later... back to work everyone

When there is a child significantly disturbing the class or there is concern over physical or psychological safety a red card needs to be sent. The senior member of staff who responds to the red card will then calmly escort the pupil away from the peer audience / occasionally it may be necessary to remove the class rather than the pupil. (See Restraint Policy)

## Appendix 3

### Behaviour for Learning

<u>Techniques</u>	<u>Language Scripts</u>
<b>Choice direction</b>	<b>Gives pupils some control over a situation which is less likely to initiate point blank refusal. Examples include: 'I need you to get on with your work' or (consequences)- 'it's your choice.' 'Are you choosing not to follow our rules on _____?' or 'Sit over here or next to ... (implicit choice).'</b>
<b>Deferred consequences</b>	<b>Deals with a pupil who is misbehaving later and therefore removes the 'audience' the rest i.e. of the class who are watching the drama unfold and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome. Example includes: 'I'd like to sort this out .... but we can't do it now. I'll talk with you later / at the end of the lesson.'</b>
<b>Pause- direction</b>	<b>Use a pause after calling a name to establish and sustain attention. "... (pause)... – back to work, thanks". "...facing this way and listening, thank you".</b>
<b>Privately understood / non-verbal signals</b>	<b>Draws the class together and builds in sharing times. Examples include: 'Clapping your hands three times; "Four on the floor" – for chair-leaners. Pointing to Code of Conduct / visual behaviour reminder. An individual pupil may recognise a gesture from the teacher as a reminder to concentrate on work.'</b>
<b>Tactical ignoring</b>	<b>May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the 'target' pupil but praise the nearby pupil. If target pupils change their behaviour, praise them. Example includes: The teacher may say to a nearby pupil. 'Well done ... – you remembered to put your hand up to answer a question.'</b>

<b>Consequences and sanctions, rule reminders</b>	<b>Needs to be in line with school policy and be implemented clearly and consistently. Example includes: ‘... – “What does the Code of Conduct say about how you are you expected to come into our room?” “What’s our rule for working noise?”</b>
<b>Partial agreement</b>	<b>Deflects confrontation with pupils by acknowledging concerns, feelings and actions. Examples include: ‘Yes, you may have been talking about your work but I would like you to...’ ‘Yes, it may not seem fair but . . .’</b>
<b>When-then direction</b>	<b>Avoids the negative by expressing the situation positively. Examples include: It is better to say, ‘When you have finished your work, then you can go out’ than. ‘No, you cannot go out because you have not finished your work’.</b>
<b>Take up time</b>	<b>Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follows an instruction with a pause to allow pupils time to comply. Example includes: ‘I need you to open your book and start work now ... I’m going to see ... who needs some help but I’ll come back in a minute if you need any.’</b>

## Appendix 4

### Homework Diary

Years 5 and 6 will have individual homework diaries as part of The Hills Academy’s home school communication agreement. This is in acknowledgement that children are of an age that, with parental consent, they are able to walk to and from school unaccompanied by their parent or guardian. The format of the homework diary will include a designated space in each week for communication between home and school to enable this communication to continue. In addition to this the homework diary will also contain:

- Week to a page diary with reading record information and communication space
- School and pupil information
- Home school agreement with mobile phone policy
- Presentation guidelines
- Uniform information
- English grammar guide
- Maths information and guide
- Reward pages

The homework diary will be used regularly by the children to record key information, as a reading record, and to collect individual reward points.

### Rewards

Children in Years 5 and 6 will continue to support their school house by earning house points and recording them in line with the agreed manner in the school/Key Stages. In addition to this children will record the house points they have earned in the ‘rewards’ section of their homework diary. In recognition of their hard work in earning house points children will receive the following

- Bronze Certificate – 50 points
- Silver Certificate – 100 points
- Gold Certificate – 200 points
- Platinum Certificate and an agreed additional award (e.g £5 voucher for W H Smiths) – 300 points

The reward system would start at the beginning of Year 5 and would continue through with the child until the end of Year 6. The number of house points a child has earned will be recorded on the end of year transition document to pass onto their next teacher.

### Sanctions

Children in Years 5 and 6 will not have ‘choosing time’ as seen through the rest of the school. Years 5 and 6 will have a yellow and red card system to monitor consistent

unacceptable behaviour. Children who are placed on a yellow card will have their behaviour monitored over the course of the week and will need to show their card at the end of the week to the Upper Key Stage Two Coordinator, who will talk through the behaviour with the child and will decide if their behaviour needs to be monitored the following week on a yellow card. If the child's behaviour has not improved on a two week period of being on a yellow card, they will be moved to a red card. The class teacher will monitor the child's behaviour in the same way; however the child will need to show their card to the Headteacher or Deputy Head at the end of that week. They will then decide if further action needs to be taken in line with school protocol and policy. Parents and guardians will be informed if their child has been placed on either a yellow or red card.