

# Behaviour Policy – appendix

Hillocks Primary Academy

September 2024

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# 1 Policy appendix statement

## Vision, mission, and values

To achieve and maintain outstanding safeguarding practice, Hillocks Primary Academy is committed to pupil wellbeing through:

Communicating our vision:

**To inspire. To raise aspiration. To create brighter tomorrows.**

Our mission:

We nurture curiosity, develop wellbeing and empower children and young people to go beyond their aspirations. Together, we make a difference in our diverse communities and in the lives of those who learn with us and work with us.

Articulating our values

**We empower. We respect. We care.**

Hillocks Primary Academy behaviour policy appendix links directly to and follows the principles outlined in the [Diverse Academies Behaviour Policy](#). The appendix is based upon the Convention for the Rights of the Child. The rights within this convention cover basic needs, including education, health, being heard and experiencing a safe and secure childhood. We believe that all children should grow up aware of these rights and respecting these rights for themselves and for others.

The values of the Hillocks Primary Academy appendix and the Convention for the Rights of the Child, believes that this will promote positive behaviour and develop successful, responsible citizens for the future.

Pupils learn about how our academy is run and, in turn, understand how they themselves can contribute to the running of the academy. Pupils commit to goals and teamwork with each other and the staff. We work together to make our academy a place to be proud of.

Our Behaviour Appendix is written to promote good behaviour, reward children who give their best and teach them how to live in today's society. It is rooted in our values of 'always show.....'

- Kindness
- Respect
- Responsibility
- Curiosity
- Determination

These behaviours are what we believe create good citizens and are supported by PSHE lessons, assemblies and through reading stories with a moral message.

This appendix sets out the expectations of behaviour at Hillocks Primary Academy. The Governors, staff and pupils seek to maintain an environment, which encourages and reinforces good behaviour and positive attitudes. It also explains the consequences, should misdemeanours arise.

This appendix should be read in conjunction with the Academy's [Anti-bullying Appendix](#) and [Safeguarding and Child Protection Appendix](#) and Vision, Mission and Values. We understand our legal duties under the Equalities Act 2010.

## 2 Values

### **Show Responsibility**

- Take responsibility for your actions and for your own learning
- Try your best at all times, set yourself goals and achieve them
- Be honest, always tell the truth about anything you have done, take responsibility if you have broken a rule and receive your consequence
- Take responsibility for learning from that consequence and from your mistakes
- Don't make the same mistake again
- Be responsible for your own emotions. Being angry does not make it okay to hurt anyone

### **Show Kindness**

- Be tolerant of other people, even if they have different views to you
- Treat everyone the same regardless of race, religion, sexual orientation or view
- If others annoy or hurt you, follow the rules and report it to an adult so they can help you deal with it
- Consider other people's feelings; say kind things instead of hurtful things

- Think about other people's property and how you should look after it
- Think about others and how they might need your help. Offer to help others
- Consider how your actions can affect others; how will they feel?
- Listen to others with understanding and empathy

### **Show Respect**

- Treat others as you would like to be treated
- Always be polite to all adults and do as you are asked
- Respect other people's feelings
- Treat other people's property carefully
- Think flexibly - be open to new ideas, look at it another way, be acceptant to changes, generate alternatives, consider other options

### **Show Curiosity**

- Have ideas and share them with others
- Notice links in your learning, include prior experiences and knowledge
- Explore the world around you
- Have an 'I can try' attitude and persist on a task until its conclusion
- Be a problem solver; have a solution focused approach
- Plan how you are going to carry out a task and remain calm, thoughtful and deliberative
- Work well independently, as well as in a team
- Be proud of yourself and always try your best
- Be a reflective learner, always think about ways to improve

### **Show Determination**

- Have a go, even when things feel challenging
- Reflect on what is difficult to help you continue
- Accept that when things have become challenging, it is part of learning journey
- Don't be afraid to fail and show you can bounce back
- Set targets for yourself to help you manage a problem

Through these values, we hope to promote self-esteem and emotional wellbeing. As an academy, we place a strong emphasis on good mental health and emotional wellbeing and want to encourage that through our ethos. The academy recognises that all children have the right to feel safe and secure and

they are encouraged to talk and to be heard. Children can approach any of the adults in the academy if they are worried and be assured that they will receive a consistent supportive approach.

### **3 Role of the pupil**

At this age, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently. Please refer to our [Anti-bullying Appendix](#)

We believe that all of our pupils should have the opportunity to have a voice, through open discussion with them and through the School Council. The Class Councillor will speak to their class members on a half termly basis and bring their thoughts and feelings on a range of subject matters, to the Academy Council meetings.

#### **Pupils are expected to:**

- Follow the academy and classroom rules
- Accept responsibility and the consequences of their actions
- Listen to and respond appropriately to what adults say
- Complete all their homework in a week
- Read at home with an adult at least three times a week
- Bring their correct PE kit into the academy
- Wear the correct uniform

### **4 Role of the parent**

#### **Parents are expected to:**

- Support their child in adhering to the academy rules and the expectations of good behaviour
- Ensure that their child fully understands the academy rules and the consequences of not adhering to them
- Inform the Class Teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the Class Teacher promptly

### **5 Role of staff**

Adults in the academy have an important responsibility to model high standards of behaviour.

## **Adults in the academy are expected to:**

- Create a calm, purposeful and positive atmosphere with realistic expectations
- Provide a caring and effective learning environment
- Encourage positive relationships based on mutual respect
- Use positive language in a calm voice, when addressing children. The adult should not belittle the child and should explain that it is the child's behaviour that is not approved of, not the child. Praise in public, re-focus in private
- Encourage children to make positive choices
- Listen to children and not accuse them of 'telling tales'
- Everyone should be treated equally, including those with challenging behaviour, so that they feel valued and part of the academy
- Class Teachers are responsible for managing pupil behaviour effectively, in line with the requirements of the Teacher Standards 2012. If they have followed the behaviour appendix and the child is still disruptive then the Leadership Team and the Behaviour Lead can be called upon to intervene, as family circumstances may be known and relevant
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the Behaviour Lead & Inclusion Team and outside agencies, as appropriate.
- It is the responsibility of all adults to implement the academy Behaviour Appendix consistently throughout the academy and to model appropriate behaviours at all times
- When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption using the Restorative Chat scripts, at the appropriate time and not in front of other children. Adults should not act upon the information until all areas of the investigation have been explored through a restorative discussion.
- Adults should not enter into an argument with children at any time. They should act as a good role model to the children and conduct themselves in a professional manner.

It is the responsibility of the Academy Principal to report upon the effectiveness of the Behaviour Appendix, as requested.

## **6 Role of governors**

### **The Governors of the Academy support the Academy Principal and staff by:**

- Promoting the core values of Hillocks Primary Academy, where all are equally valued as members of the academy community.
- Creating an effective partnership between pupils, parents, staff and governors
- Maintaining a caring, safe and nurturing environment where pupils can flourish
- Developing a positive reputation in the community
- Ensuring that the academy community is safeguarded

## **7 Positive reinforcement and rewards**

Children work hardest when they know their work will be appreciated and praised. All staff encourage pupils at all times, and in all activities, to give their best.

It is important for good behaviour to be recognised and rewarded. If pupils, or groups of pupils, are praised with behaviour points or a golden tickets (a great achievement), then a positive climate is established in which pupil's self-esteem is nurtured and misbehaviour becomes by comparison, a markedly less attractive way of obtaining attention.

### **Whole Academy**

Each week, children are chosen from each class, by the class teacher or teaching assistant, to be nominated for an Outstanding Achievement Certificate. Children receive their award in our Achievement Assemblies.

We also like to celebrate the children's achievements outside of the academy. This may encompass sport, music or fund-raising activities and children are encouraged to bring in their trophies, medals and certificates to display to the rest of the academy.

### **Class**

Teamwork is important and when the class work together to have a fantastic day, line up well, complete all work or put in 100% effort, they are awarded a class point, which work towards earning a half termly class reward. The rewards are chosen by the children in the class and agreed by the class teacher, for example, teddy bear's picnic, bring a toy to school day, extra playtime, and classroom cinema.

### **Whole Academy Target**

Each week, a new target is set which will be linked to our PSHE curriculum (Jigsaw), British Values, Character Education and school values e.g. best class uniform, smartest class walking through the academy, class who has the best manners. Classes will be awarded a class point ('put on a show') by a member of SLT which they will display on their classroom doors, and at the end of the week, the class points will be counted and the class who has the most points will be awarded with a certificate.

### **Individual**

- Praise and positive feedback
- Children can earn individual behaviour points, when demonstrating any of our Hillocks' behaviours
- A golden ticket (a great achievement) recognises effort and progress. When a golden ticket is awarded, this is logged on the pupil's reward account on the MIS system, and the child given a certificate to post in the golden post box. At the Achievement Assembly every Friday, the



Principal/member of SLT will draw 5 golden tickets from the golden post box and each pupil will be rewarded with a prize.

70 = BRONZE

140 = SILVER

200 = GOLD

225 = BEHAVIOUR AMBASSADOR

- Positive postcards – members of the SLT will send a positive postcard home with pupils, congratulating them for what they have achieved during the week.
- A phone call/message via Weduc our communication system can be sent to the parent/carer, to praise the pupil for their achievements during the week.

### **Lunchtime**

- Midday Supervisors will be given stickers to promote our behaviour standards.
- If a Midday Supervisor believes a child's behaviour deserves a golden ticket (Great Achievement), they will feed back to the Class Teacher at the end of lunchtime.
- Each Midday Supervisor will be assigned to a class; they will need to liaise with the Class Teacher before lunchtime and afterwards so there are clear lines of communication with regards to achievements and misdemeanours
- At the end of the week, they will nominate two children for a special 'lunchtime' award, based on our Hillocks' behaviours.

### **Lunch time Club & Nurture**

- Children identified as finding unstructured times challenging, which results in misdemeanours, are directed to lunchtime club where a member of the Leadership Team supports them. During this time, the children channel their energy into playing games and doing a range of activities with other children under supervision. The Behaviour Lead will give the nurture passes to these identified children, for use at unstructured times. The children can play games and take part in craft activities, under the supervision of Teaching Assistants.
- Class support - children who struggle with the above may be assigned to Key Stage 1 classes, to support younger children playing educational games.
- Reflection – see below.

## Choices Ladder

Each class displays a choices ladder:



Great Achievement



It's showtime!



Think about it...



Teacher's choice



SLT


## 8 Negative behaviour and consequences

Challenging behaviour is recognised as unmet needs and can be a result of home circumstances or safeguarding issues. Early intervention is paramount to avoid situations escalating. Negative behaviours can also be an indication of low self-esteem. Strategies are used to focus on positives and criticise the behaviour, not the child.

If a behaviour incident occurs in the classroom, the initial responsibility lies with the Class Teacher to deal with the incident using stage one (see below). If the misdemeanours are more serious, or repeated, the Class Teacher should refer to stage two (see below).

These procedures assume a gradual increase or persistence in poor behaviour. If behaviour degrades very quickly, or if the first incident is of a serious nature (i.e., violence) then it is acceptable to skip stages of consequences. We expect that early intervention and discussions with parents will resolve the issues. Early involvement makes it easier to develop a positive partnership between the academy and home.

All behaviours will be logged on our MIS system, from stage two, against the individual pupil record.

	Stage One – Think about it	Stage Two – Adult choice	Stage Three – Leadership Team
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>Shouting out</li> <li>Minor disruptions to learning</li> <li>Not enough work</li> <li>Minor arguments with peers</li> <li>Moving inappropriately around the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Regular/constant stage one</li> <li>Rudeness to an adult</li> <li>Refusal</li> <li>Hurting others verbally (single incident)</li> <li>Inappropriate classroom behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Regular/constant stage two</li> <li>Fighting</li> <li>Purposeful violence to child</li> <li>Purposeful violence to adult</li> <li>Racist incident</li> <li>Homophobic incident</li> <li>Bullying incident/accusation of bullying</li> <li>Swearing</li> <li>Damage to property</li> <li>Sexual incident (HSB)</li> <li>Stealing</li> </ul>
<b>Consequences</b>	<ul style="list-style-type: none"> <li>Verbal warning and choices ladder referred to discreetly, in terms of what needs to happen in order to return to green (think about it)</li> </ul>	<ul style="list-style-type: none"> <li>Time out in another class (5 minutes)</li> <li>Seen by Key Stage Leader</li> <li>Informal conversation with home grown up (parent contact)</li> <li>Break time reflection (managed in Key Stage teams)</li> <li>Re-do work in own time (Break/ Lunchtime) or at home agreed with Parent/Guardian</li> <li>Time out in class (5 minutes -15 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>Reflection thinking time (30 minutes lunchtime the following day managed by the Leadership Team)</li> <li>Child assigned to an alternative class for ½ to 1 full day (Teacher – child buddy system)</li> <li>Parent meeting to be attended by Parent/Guardian</li> <li>Seen by the Academy Principal</li> <li>Behaviour Support Plan</li> <li>In School Suspension (half or full day)</li> <li>Formal meeting with home grown up</li> <li>Suspension (two - five days)</li> <li>Permanent Exclusion (PX)</li> </ul>

**If children are regularly finding themselves at Stage 3, then the teacher must:**

- Complete a classroom audit – is their classroom engaging and inspirational for learning, and meeting the needs of all the children
- 5 x reflections per half term = behaviour report + meeting with parents
- Complete a Behaviour/Support Plan with the Behaviour Lead and parents. This needs to be adhered to for a period of at least 5 weeks. Behaviour Support Plans are flexible and will need to be altered regularly to meet the child’s needs.
- Consider the tiers of behaviour and the support they give a child.

### Reflection – Restorative Approach

At Hillocks Primary Academy, we take a restorative approach to resolving conflict and preventing harm.

Restorative approaches enable those who have been harmed, to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening, and to resolve them if they do happen.

Being a restorative academy has many benefits, including increased attendance, reduced exclusions and improved achievement.

It can also alleviate problems such as bullying, classroom disruption and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff.

The whole academy practices a restorative approach. This means all pupils, staff (including non-teaching staff), management and the wider school community, understand what acting restoratively means and how they can do it.

### **Restorative Chat Script**

1. What happened?
2. What were you thinking/feeling?
3. What needs to happen to put things right?
4. What are you going to do differently next time/what choices are you going to make next time?

### **Suspension**

Suspension is a disciplinary sanction to be used by the Academy Principal or Assistant Principal, when the Academy Principal is absent.

#### **In-school Suspension**

The Academy has a pastoral team which supports pupils in a positive way, to rectify poor behaviour. A member of the Leadership Team can recommend that a pupil serve an in-school suspension for behaviour, which is not acceptable, but which does not warrant an external suspension.

### **Suspension**

A decision to exclude a pupil should be taken only:

- In response to serious breaches of the academy's behaviour appendix and/or persistent breaches of the Hillock's Behaviour Standards.
- If allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy

### **Permanent Exclusions**

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences, following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the academy that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort. There will however, be exceptional circumstances where, in the Academy Principal's judgement, it is appropriate to permanently exclude a child for a first- or one-off offence.

These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Carrying an offensive weapon
- Dangerous behaviour (including sexual) to oneself or others

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and wellbeing of the academy community.

Nottinghamshire procedures for exclusions are followed and reported to governors in the termly Academy Principal's report. The process is carried out in such a way as to ensure that children have a full understanding and are supported in managing future behaviours. No child is excluded without the Academy's Executive Principal's permission.

In terms of any Suspension or Exclusion, the academy always adheres to the DfE guidance and the [Diverse Academies Exclusion Policy](#)

## **9 Allegations against staff**

Allegations made by pupils against staff, will be dealt with in accordance with the [Safeguarding and Child Protection Appendix](#) and through the LADO (Local Authority Designated Person) at Nottinghamshire County Council. Allegations that are made that are found to be false, could lead to serious consequences and will be dealt with appropriately.

## **10 Training of staff**

The academy provides relevant information and training on behaviour management to all groups of staff by delivering whole academy staff training days, through specific planned/tailored training and also at induction for all newly appointed staff.

## **11 Monitoring and evaluation**

The academy evaluates its appendix against key improvement objectives, which include for the individual pupil, improvement in their behaviour and academic progress. The academy will monitor the use of rewards and sanctions to ensure that its arrangements operate fairly and consistently across all year groups. At a wider level class/subject/whole academy measures, such as general behaviour patterns, use of rewards and sanctions and use of reflection and effectiveness of the appendix, in encouraging positive behaviours, are all monitored and reported to governors where appropriate.