



HILLSIDE JUNIOR SCHOOL GOOD BEHAVIOUR POLICY

At Hillside everyone involved in the school must be cared for and valued. Acceptable standards of behaviour, and discipline in school are essential to successful teaching and learning. The school cannot improve children's behaviour alone and our working together with parents can make a real difference to a child's behaviour.

These guidelines have been produced following staff, parent and pupil discussions. They are intended to provide clear guidance to all members of staff to ensure that there is a consistent and fair approach to all.

Aims of Policy:

- To encourage responsibility and self-discipline in all the children at Hillside through 'Success Team' behaviour
- To stress the positive aspects of work and behaviour rather than merely punishing the negative.
- To use praise and encouragement wherever possible.
- To encourage children to be supportive and appreciative of each other.
- To encourage resilience and resourcefulness.
- To encourage the children to show respect to all members of the school community.

All adults in the school have a duty to ensure the good behaviour of the children and will:

- create a warm and caring atmosphere.
- set the best examples both in speech and manners
- Respect and like each individual child and have high expectations for their behaviour
- be consistent in their dealings with all children
- deal firmly but fairly with poor behaviour
- wherever possible find constructive punishments, e.g. in the case of damage, restoring it to right.

Teaching Staff will:

- provide a secure and supportive environment in class
- present stimulating, interesting and well prepared appropriately differentiated work to motivate the children
- mark positively to help the children develop a sense of pride in their work
- provide opportunities for children to work co-operatively in order to help children understand the needs of others as well as helping them develop self-discipline

Pupils will:

- follow school rules
- be encouraged to be self-disciplined and respectful
- accept responsibility for their own actions
- be encouraged to work co-operatively
- be aware of rewards and sanctions

School Behaviour Management:

Rules	Rewards	Sanctions
<i>Follow adults' instructions straight away.</i>	<i>Praise and acknowledgement</i>	<i>Verbal Warning Traffic lights</i>
<i>Keep hands, feet and objects to yourself.</i>	<i>Stickers and stamps</i>	<i>Time out</i>
<i>Show kindness through your words and actions.</i>	<i>Team Points</i>	<i>Loss of privileges</i>
<i>Look after your property and other people's property</i>	<i>Display and sharing of good work</i>	<i>Detention issued (15 mins/30 mins/after school)</i>
	<i>Additional responsibilities</i>	<i>Send to Upper or Lower Team Leaders or Deputy Head teacher</i>
	<i>Additional break</i>	
	<i>Achievement Certificates</i>	<i>Parents invited into school to discuss behaviour</i>
	<i>Golden Time(lower school)</i>	<i>Send to Headteacher</i>
	<i>Gold Cards</i>	<i>Letter home to parents</i>
	<i>Contact parents</i>	<i>Loss of playtime</i>
	<i>Traffic light system</i>	<i>Break/Lunchtime Behaviour report**</i>

** For consistent poor behaviour a child may be put on playground report. A child may be put on report for up to 2 weeks. The 2-week period is considered to be one sanction; it is a 2-week block. The Headteacher or a senior member of staff will speak with the child on playtime report each week and monitor their behaviour alongside their class teacher. A report sheet will be filled in and kept in the pupil's file.

Sanctions

If children choose to break the rules then sanctions will be applied as per appendix2.



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Appendix 1: Positive Reinforcement

Team Points	For achievement, keeping class rules, good attitude, good behaviour around school. Given by any member of staff as appropriate. At the beginning of the week there will be acknowledgement in assembly (recorded through display and in newsletter) for the team with the highest number. Over a term, the winning team will receive a treat, for example, non-uniform day.
Achievement Award	In Tuesday assembly, a small number of pupils per class are recognised for good attitude or effort and awarded with certificates.
Positive Notes	Positive notes home via the year group planner to parents to reinforce notable progress.
Gold Cards	Gold Cards are awarded in the lower school to the class for following school rules (Class teachers may choose a suitable reward for achieving 50 Gold Cards, which will be negotiated with the children)
Special Treats	Children who are on Gold at the end of the day receive a sticker. Over the term those children with the most stickers will get invited to a pizza/dvd party.
Golden time	Pupils in lower school receive 30 minutes free computer time per week. Any detentions received reduce the time.
Exemplar Writing	Pupils read out work in presentation assembly. Work displayed in entrance hall.
Badges and pins	<ul style="list-style-type: none">• To reinforce achievement in times tables and division badges. Pupils' names displayed on board in entrance hall and in newsletter.• Identification of senior positions of responsibility, members of school council.
Participation in Sports/extra-curricular events	Pupils recognised in achievement assembly and reports given in weekly newsletters to parents.
Attendance	The class (es) with the best attendance are rewarded with an additional 10 minutes of playtime. If 100% attendance is achieved 20 minutes of extra playtime is awarded.

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Appendix 2: Unacceptable Behaviours and Consequences



Unacceptable Behaviours	Level 1 Sanctions
<p>Initial breaking of school rules e.g. not listening, lying, damaging or not caring for property, not working hard, being unkind, hurting, not helping. Other examples include:</p> <ul style="list-style-type: none"> • Not lining up • Being in the wrong place (e.g. in class or building during break time) • Excessive noise • Passing notes • Not ready for lesson (including not having PE kit - see below) • Interrupting/Calling out • Misusing play equipment • Pushing when lining up • Running in school • Irritating others • Incompletion of work • Cheating • Rudeness • Unacceptable standard of work • Leaving room without permission • Play fighting • Mobile phones used in school time and without permission 	<p>Child moves one place on traffic light system. Movement on traffic light system* will be accompanied with appropriate action as deemed by the adult:</p> <ul style="list-style-type: none"> • Asked to apologise • Quiet warning • Re-do work • Completing homework at break time • Move within class <p>Other appropriate action(s) as deemed by adult (e.g. removal from sports fixtures).</p> <p>If a child reaches RED they need to be sent to either the Head teacher or Deputy Head teacher. When the child steps past RED, record in Detention Book, and send standardised letter home with return slip.</p> <p>1) Lunchtime detention (30 minutes) and a reflection sheet will be completed 2) Two detentions in a week and the child should be sent to the Team Leader and parents contacted.</p> <p>If a member of a school team, the next match will be missed.</p>

<ul style="list-style-type: none"> • No PE kit • Showing a lack of respect to another member of the school community 	<ul style="list-style-type: none"> • Lunchtime detention (15 minutes). Names to be recorded in the "Detention Book" found in the office. Standardised letter to be sent home.
<ul style="list-style-type: none"> • Not completing homework on time 	<ul style="list-style-type: none"> • Class homework book to be presented at homework club, and homework to be completed then. Slip to be signed by supervising adult and returned to class teacher for record keeping purposes.
<p>Unacceptable Behaviours</p>	<p>Level 2 Sanctions</p>
<ul style="list-style-type: none"> • Persistent breaking of school rules • Defacing/Stealing Property • Swearing heard by an adult - letter sent to parents • Serious name calling • Fighting • Bullying/Cyber bullying/inappropriate use of e-mails • Racist language • Inappropriate behaviour when representing school 	<p>Sent to member of the SLT. Accompanied with appropriate action as deemed by the adult:</p> <ul style="list-style-type: none"> • Lunchtime detention (30 minutes) • After school detention • Work in isolation • Authorities notified • Letter/email sent home to parents • Not allowed to represent the school
<p>Serious Behaviour</p>	<p>Level 3 Sanctions</p>
<ul style="list-style-type: none"> • Deliberately causing injury • Significant damage to property • Extreme incidents of violence or bullying to a child • Deliberate violent behaviour towards adult member of school community • Persistent refusal to follow instructions in a way that compromises safety • Continuous disruption of a class 	<ul style="list-style-type: none"> • Incident referred to the Head teacher • Not allowed on an off-site school trip, if it may compromise the safety of other children and adults • Seclusion • Fixed term exclusion • Permanent exclusion

*The Traffic Light system

This is displayed in all classrooms. Every pupil starts each day on green. There is the opportunity to move to gold for good behaviour. If they commit any unacceptable behaviour they can move down to amber and red. Having reached red, the child needs to be sent to see the Head teacher or Deputy Head teacher. If the behaviour continues, a detention will be given. Pupils have the opportunity to move back up the colours during the day by exhibiting good behaviour.

For a minority of children, whose behaviour cannot be dealt with through the usual system of rewards and sanctions identified above, the following strategies are available and can be implemented depending on the level of concern the child presents:

- a specific behaviour plan
- a formal system of individualised rewards and sanctions through the use of reward charts and a system of certificates for sustained good behaviour (implemented at classroom level)
- parental involvement in supporting the child in school
- use of a report book (highlighting good or bad behaviour as appropriate)
- social skills/anger management/counselling sessions or other suitable intervention as appropriate
- lunchtime exclusions (usually where behaviour at lunchtimes is of considerable concern)
- referral to the Behaviour Support Team/Educational Psychology Service.
- referral to Hillingdon Pre- permanent exclusion panel.
- Seclusion/exclusion

It is not intended that this should be a fixed hierarchy of interventions but a reflection of the range of interventions available from which the most appropriate to the child at that time can be selected. Serious poor behaviour may result in omitting stages. This will be at the discretion of the Head teacher or Deputy Head teacher.

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Linked Policies

Bullying Policy

Race Equality Policy

Complaints Policy