



# Hillside Junior School

## DRAFT GOOD BEHAVIOUR POLICY

**POLICY DETAILS:**

**Legal Status:** Statutory

**Version Date:** September 2024

**Last Review:** September 2024

**Next Review:** September 2025

**Ratified:** Full Governing Body

At Hillside, everyone involved in the school must be cared for and valued. We have high expectations regarding behaviour and discipline in school and these are essential to successful teaching and learning. All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The school cannot improve children's behaviour alone, but by working together with parents, we can make a real difference to a child's behaviour.

These guidelines have been produced following staff, parent and pupil discussions. Guidelines from the DFE publication *Behaviour in School February 2024* have been used to formulate this policy. They are intended to provide clear guidance to all members of staff to ensure that there is a consistent and fair approach to all. Information about behaviour procedures is available on the school website and there are posters in the classrooms. Assemblies are also used to reinforce the school values. This policy is reviewed at least once a year and communicated to all stake holders..

### **Policy Aims**

- To encourage responsibility and self-discipline in all the children at Hillside through the 6Rs.
- 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 so they build positive relationships.
- 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 set a good example and ensure the high standards of behaviour of the children. They will do this by putting these practices in place:

- 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 sanctions, e.g. in the case of damage, restoring it to right

The leadership team will ensure these practices are in place:

- be highly visible, routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school
- provide regular training for staff on behaviour
- have a discussion with the victim and the child who has carried out the inappropriate action depending on the severity of the incident
- support children who have moved from other schools mid -year to ensure a smooth transition

Teaching staff will ensure these practices are in place:

- provide a secure and supportive environment in class
- present stimulating, interesting and appropriately differentiated work to motivate the children
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education
- mark work to help the children develop a sense of pride in their work
- provide opportunities for children to work cooperatively in order to help children understand the needs of others as well as helping them develop self-discipline

- display the classroom rules
- communicate the school's high expectations, routines, values and standards
- have a discussion with the victim and the child who has carried out the inappropriate action depending on the severity of the incident
- help children who arrive during the academic year to understand the behaviour policy

Support staff will ensure these practices are in place:

- be directed to provide support to children who have additional needs when those needs might affect their behaviour
- help children who arrive during the academic year to understand the behaviour policy
- communicate the school's high expectations, routines, values and standards

Pupils are expected to participate in creating a safe learning environment by cooperating in the following school activities:

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

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Whilst sanctions such as reflection do not require parental consent, parents have an important role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

The school culture will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. A whole-school approach will meet the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. A good behaviour culture will create calm environments which benefit all pupils, including those with SEND, enabling them to learn. A differentiated response to inappropriate behaviour may be required to accommodate those with a diminished responsibility for their behaviour. This include children with SEND or where there are mitigating circumstances such as bereavement or breakdown of family relationships.

The behaviour principles outlined in this statement are applicable to pupils: when in school; engaged in extracurricular activities; when travelling to and from school; on educational visits; when being educated in any school-organised/related activity off site, and in the community.

### Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Where necessary, the school will work with relevant staff and multi-agency organisations, such as teachers, pastoral staff, mentors, social workers, educational psychologists or the safer schools team, to identify if the pupil has any SEND and/or health needs.

**All** staff should be aware that safeguarding issues can manifest themselves via child on child abuse. The school has a duty to have due regard of the DFE guidance, *“Keeping Children Safe in Education 2024”*.

This is most likely to include, but may not be limited to activities like these:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/ hazing type violence and rituals.

- Codes appropriate to the behaviour will be given in line with the school’s behaviour policy (see guidelines above).
- When the behaviour is deemed beyond “Code 4” and also a safeguarding concern, the member of staff will follow the necessary steps as set out in the Child Protection Policy.

## School Behaviour Management:

<b>Rules</b>	<b>Rewards</b>	<b>Sanctions</b>
<p><i>Follow adults' instructions straight away.</i></p> <p><i>Keep hands, feet and objects to yourself.</i></p> <p><i>Show kindness through your words and actions.</i></p> <p><i>Look after your property and other people's property.</i></p> <p><i>Speak one at a time.</i></p>	<p><i>Praise and acknowledgement</i></p> <p><i>Stickers and stamps</i></p> <p><i>Team Points</i></p> <p><i>Display and sharing of work</i></p> <p><i>Additional responsibilities</i></p> <p><i>Additional break</i></p> <p><i>Achievement Certificates</i></p> <p><i>Contact parents</i></p> <p><i>Traffic light system*</i></p> <p><i>Non-uniform days (100% attendance, winning team each half term)</i></p> <p><i>Pizza/ice cream party</i></p> <p><i>Blue 6Rs cards</i></p> <p><i>Celebration trip (winning team at the end of each year)</i></p> <p><i>Headteacher stickers</i></p>	<p><i>Verbal Warning</i></p> <p><i>Traffic lights</i></p> <p><i>Time out</i></p> <p><i>Loss of privileges</i></p> <p><i>Send to a member of the Senior Leadership Team</i></p> <p><i>Code issued (15/ 25 /40 mins/ after school)</i></p> <p><i>Loss of playtime</i></p> <p><i>Work in another classroom</i></p> <p><i>Day/ Break/ Lunchtime Behaviour report**</i></p> <p><i>Letter home to parents</i></p> <p><i>Send to Headteacher</i></p> <p><i>Withdrawal from trips</i></p> <p><i>Seclusion/Exclusion</i></p> <p><i>Parents invited into school to discuss behaviour</i></p>

\*\* 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 play time 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 appendix 2.

### **\*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. Once a child reaches amber, they have the opportunity to move up the traffic lights. Having reached red, a code will be given. Once a child has reached red, they can only receive team points.

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 home-school communication book (highlighting positive and challenging 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.
- seclusion/suspension

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 Assistant Head Teachers. Under no circumstances will physical force be used as a sanction. Any sanctions will only be issued by a paid member of the school staff or person authorised by the head teacher. Sanctions will only be given whilst on school premises or while the pupil is under the charge of a member of staff. All sanctions will be in line with current legislation and will always be reasonable and proportionate in all circumstances.

## **Use of reasonable force**

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules. When considering using reasonable force staff should, in considering the risks, carefully recognise

any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.



<p>Team Points</p>	<p>Team points can be given for the following reasons:</p> <ul style="list-style-type: none"> <li>● For good quality classwork or homework 1TP</li> <li>● Handing in homework on time and well-presented 1TP</li> <li>● Wearing correct school uniform (once a week) 1TP</li> <li>● Wearing correct PE kit (once a week) 1TP</li> <li>● Surpassing gold on the traffic lights 3TP</li> <li>● Supporting the teacher 1TP</li> <li>● Following our 6 Rs 1TP</li> </ul> <p>Given by any member of staff as appropriate. This will ensure that there is consistency between all members of staff. At the beginning of the week there will be acknowledgement in assembly (recorded through display and in the newsletter) for the team with the highest number. Over a half-term, the winning team will receive a non-uniform day. At the end of the year, the winning team will receive a special treat.</p>
<p>Achievement Award</p>	<p>In <i>Achievement Assembly</i>, a maximum of 5 pupils (including 6R certificate) per class are recognised for good attitude or effort and awarded with certificates.</p>
<p>Special Treats</p>	<p>Children who are on gold at the end of the day receive a sticker. Over the term those children with the most stickers will be invited to a pizza/ice cream party.</p>
<p>Badges and pins</p>	<ul style="list-style-type: none"> <li>● To reinforce achievement in times tables and division badges. Pupils' names will be displayed in the newsletter.</li> <li>● Identification of senior positions of responsibility and members of the school council.</li> </ul>
<p>Participation in Sports/extra-curricular events</p>	<p>Pupils recognised in assemblies and reports on the school website.</p>
<p>Attendance</p>	<p>The class with the best attendance is rewarded with an additional 10 minutes of playtime. If 100% attendance is achieved, the class will have a non-uniform day.</p>





# HILLSIDE JUNIOR SCHOOL BEHAVIOUR POLICY

## Appendix 2: Unacceptable Behaviours and Consequences

Unacceptable Behaviours		Code 1 Sanctions
<p><b>Initial breaking of school rules.</b> Child moves one place on the traffic light system. Movement on traffic light system* will be accompanied with appropriate action as deemed by the adult: Examples include but is not limited to:</p> <ul style="list-style-type: none"> <li>● Not lining up</li> <li>● Being in the wrong place (e.g. in class or building during break time)</li> <li>● Excessive noise</li> <li>● Passing notes</li> <li>● Not ready for lesson</li> <li>● Interrupting/Calling out</li> <li>● Misusing play equipment</li> <li>● Pushing when lining up</li> <li>● Running in school</li> <li>● Irritating others</li> <li>● Incompletion of work</li> <li>● Unacceptable standard of work</li> <li>● Not following instructions</li> <li>● Not using the one voice rule</li> </ul> <p>Straight to code 1:</p> <ul style="list-style-type: none"> <li>● Play fighting</li> <li>● Chewing gum in school</li> </ul>		<ul style="list-style-type: none"> <li>● Asked to apologise</li> <li>● Quiet warning</li> <li>● Re-do work</li> <li>● Completing work at lunch time</li> <li>● Move within class or to another class</li> </ul> <p>When the child reaches RED, they will be recorded on the Reflection spreadsheet, CPOMS and an email will be sent home.</p> <ul style="list-style-type: none"> <li>● Lunchtime reflection (15 minutes) and a reflection sheet will be completed.</li> </ul> <p>If a child gets two Code 1 sanctions in a week they will receive a Code 2 in addition.</p>
Unacceptable Behaviours		Code 2 Sanctions
<p><b>This is a more serious breach of school rules.</b> Examples include but is not limited to:</p> <ul style="list-style-type: none"> <li>● Showing a lack of respect to another member of the school community</li> <li>● Lack of respect for the school environment and property</li> </ul>		<p>This will be recorded on the Reflection spreadsheet, CPOMS and an email will be sent home with a return slip.</p> <ul style="list-style-type: none"> <li>● Lunchtime reflection (25 minutes) and a reflection sheet will be completed.</li> </ul>

<ul style="list-style-type: none"> <li>● Walking away when an adult is talking to them</li> <li>● Cheating</li> <li>● Rudeness</li> <li>● Leaving room without permission</li> <li>● Persistent interruption and calling out</li> <li>● Pushing other children</li> <li>● Bringing a phone into school and not handing it in</li> <li>● Inappropriate use of toilet area</li> <li>● Not telling the truth about incidents</li> </ul>		<ul style="list-style-type: none"> <li>● Working in another room if they are disturbing the lesson.</li> </ul> <p>If a child receives more than two code 2s in a week, they will be sent to the SLT, receive a Code 3 sanction in addition and parents contacted via email. The class teacher will contact the parents. If they are a member of a school team, the next match could be missed.</p>
<p>Unacceptable Behaviours</p>		<p>Code 3 Sanctions</p>
<p><b>This is a very serious breach of school rules.</b> Examples include but is not limited to:</p> <ul style="list-style-type: none"> <li>● Persistent breaking of school rules</li> <li>● Swearing</li> <li>● Serious name calling</li> <li>● Bullying/Cyber bullying/inappropriate use of emails or social media***</li> <li>● Inappropriate behaviour when representing school</li> <li>● Mobile phones used in school time and without permission</li> <li>● Kicking</li> <li>● Punching/slapping another child</li> </ul>		<p>Sent to member of the SLT accompanied with appropriate action(s) as deemed by the member of the SLT:</p> <ul style="list-style-type: none"> <li>● Lunchtime reflection (40 minutes) accompanied by reflective conversation with member of SLT</li> <li>● Letter/email sent home to parents/guardians</li> <li>● If they are a member of a school team, the next match could be missed.</li> <li>● Behaviour report</li> <li>● Time out of class</li> <li>● No participation in any extra break</li> </ul> <p>If a child receives more than two Code 3s in one week, they will receive a Code 4 sanction and parents will be asked to attend school for a meeting with the DHT or HT. If there is no improvement with behaviour, an intervention will be put into place during lunchtime.</p>

Serious Behaviour		Code 4 Sanctions
<p><b>This is an extremely serious breach of school rules.</b> Examples include but is not limited to:</p> <ul style="list-style-type: none"> <li>● Deliberately causing injury</li> <li>● Defacing/Stealing Property</li> <li>● Fighting</li> <li>● Significant damage to property</li> <li>● Extreme incidents of violence or bullying to a child</li> <li>● Deliberate threatening or violent behaviour towards adult member of school community</li> <li>● Persistent refusal to follow instructions</li> <li>● Persistent refusal to follow instructions in a way that compromises safety</li> <li>● Prejudice based language e.g. racist, sexual harassment/sexual language and homophobia</li> <li>● Deliberately putting another child or adult's health at risk e.g. spitting, coughing at their faces or other behaviours that increase the risk of transmission</li> <li>● Malicious allegations made by a child towards a member of staff</li> <li>● Compromising and inappropriate use of the school's IT system</li> <li>● Possession, use or supplying of an illegal drug</li> <li>● Possession of a drug that could be harmful or detrimental to good behaviour</li> <li>● Possession of an offensive weapon</li> </ul>		<p>Incident referred to the Headteacher/ Assistant Headteachers with an appropriate action:</p> <ul style="list-style-type: none"> <li>● Parents/carers asked to attend meeting in school</li> <li>● Not allowed on an off-site school trip (without parental supervision), if it may compromise the safety of other children and adults</li> <li>● Reduced playtime</li> <li>● Seclusion/exclusion*</li> <li>● <del>After school reflection (if the unacceptable behaviour is repeated and lunchtime reflection has had a limited impact)</del></li> <li>● Removal from extra-curricular activities e.g. representing a school team</li> <li>● Time out of class and no participation in any extra break</li> <li>● Children in positions of responsibility (e.g. Team Leader) will lose their badge for one term</li> </ul>

### **Suspension**

As a tolerant, supportive learning community exclusions will only be used as a last resort, and will only be used in line with current DfE guidance. The school does not wish to exclude any child, but recognises that sometimes this may be necessary.

When a child has been secluded or excluded, there will be a process of reintegration which includes meeting with the parents and child to discuss behaviour expectations. The school will also review what additional support may be needed to enable the pupil to meet the expected standards of behaviour.

### **Removal and Seclusion**

Removal and/or seclusion may be used as a response to serious misbehaviour. This behaviour could include refusal to follow instructions, causing a danger to themselves or other members of the community and persistent disruption. The pupil would be moved to an appropriate area of the school e.g. HT or AHT offices and supervised by a member of the SLT. Work would be provided and completed. The incident would be recorded and monitored on CPOMS. After a set time in which the pupil has had the opportunity to re-engage, they would rejoin their class. Parents will be informed and assessment of underlying factors of disruptive behaviour.

### **Searching, screening and confiscation**

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary sanction in the same circumstances as other disciplinary sanctions. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Any confiscation will be proportionate and consider any special circumstances relevant to the case. Examples of banned items include but is not limited to: fire lighting equipment, drugs and smoking equipment, weapons and other dangerous implements or substances.

\*\*\*These sanctions also apply to online activity and physical activity witnessed by a member of staff.

### Additional Information

<ul style="list-style-type: none"><li>● Not completing homework on time</li></ul>	<ul style="list-style-type: none"><li>● Class homework book to be presented at Homework Club, and homework to be completed. The class book to be signed by a supervising adult and returned to the class teacher for record keeping purposes. If there are children with less than 50% homework completion over a period of 3 weeks, parents will be contacted by the class teacher.</li></ul>
<ul style="list-style-type: none"><li>● Not wearing full uniform (including P.E. kit).</li></ul>	<ul style="list-style-type: none"><li>● A green card will be issued by staff. Parents will be sent an email informing them and asking them to ensure that their child wears a full uniform.</li></ul>
<ul style="list-style-type: none"><li>● Mobiles phones</li></ul>	<ul style="list-style-type: none"><li>● Only pupils in Years 5 and 6 may bring mobile phones to school if they walk home unaccompanied. However, written consent must be given by parents. Phones must be switched off and given to the teacher at the start of the school day and collected at the end of the day. The school cannot take responsibility for any phones brought to school.</li></ul>

# Behaviour Protocols

## Transitions

### Movement around the building

- Walk on the left side of the corridor
- Walk on the left when going up and down the stairs
- No running
- Move quietly around the building
- Staff need to be positioned where they can see all the children when collecting classes from the playground
- Children should hold doors open for staff and their peers

### Waiting for lessons

- Line up quietly outside classroom
- Line up on the left-hand side

### Classroom Conduct

- When children are in the classroom, the following routines should be followed:
- Children enter the classroom and sit at their designated seat
- Children must always walk in the classroom
- When a child is answering a question others must sit quietly and listen
- Children look after resources and keep equipment in their working area tidy at all times
- Children must ask permission to go to the bathroom
- Children must use an appropriate classroom voice
- If the member of staff needs the attention of the children, they will raise their hand. Children should in turn raise their hands and follow the behaviour protocol associated with these numbers.
- 1 - stand behind your chairs, 2 -move , 3 - sit down

### Breaktimes/Lunchtimes

- Children should not be left unsupervised in the classrooms

Linked Policies

Anti Bullying Policy

Race Equality Policy

Complaints Policy

Attendance Policy

Teaching and Learning Policy

Completed by A.Davies

September 2025