HILLSIDE INFANT SCHOOL

BEHAVIOUR POLICY

The formulation of this policy was created using the relevant guidance outlined within the DfE documents listed below as well as existing school policies:

- *DfE guidance "Behaviour in schools - advice for headteachers and school staff" - July 2022*
- *DfE document 'Use of reasonable force - advice for headteachers, staff and governing bodies' - July 2013*
- *'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' - September 2022*
- *'Keeping Children Safe in Education' - September 2022*
- *Hillside Infant School- 'Safeguarding policy' – September 2022*
- *Hillside Infant school 'Anti-Bullying policy' – October 2021*
- *Hillside Infant school 'Suspension and permanent exclusion policy'- January 2023*

This policy is reviewed annually by staff and governors and shared with the wider school community of staff, parents/carers and children. Training and development is undertaken by staff as part of induction and or as part of planned support for groups or individual children, this includes annual safer handling training.

Aims

Behaviour of any type is a form of communication in response to an emotional state, current feelings and needs. Staff should ensure that their actions provide a safe and secure environment, where children feel respected and listened to.

This will be achieved by:

- ensuring that children are aware of their, and everyone else's rights and actively participate in the development of agreed values; which guide the accepted behaviours, for both children and adults, in the classroom and other areas of the school
- all adults in school are expected continually and consistently model the school values and strategies outlined within the policy
- displaying the values and agreed expectations in a prominent place within each area and making frequent reference to them, rewarding those who are able to uphold and model the values
- providing personalised approaches that respect the unique characteristics of each child and take his/her personal circumstances into account when applying the policy
- ensuring each child receives the full entitlement of the curriculum, without disruption
- involving children in discussion about any intervention that directly involves them and helping them to understand that adults make decisions about them, with the best interests of all children in mind
- praising and rewarding children for making the right choices
- sharing our values and goals with parents
- creating an environment where children are always encouraged to try their best and take full advantage of the educational opportunities offered
- using PSHE, Circle Time and assemblies to promote, teach and address issues related to behaviour.

Examples of positive behaviour and work include:

- excellent improvement in work
- engagement and participation
- improvements in their presentation
- excellent high quality work

- determination to succeed at a piece of work or activity
- taking pride in their learning
- demonstrating the values of teamwork
- demonstrating any of the 4 school values
- using excellent manners
- opening doors for others
- helping another child or adult

These are some examples and are not an exhaustive list.

Positive behaviour

Positive behaviour will be rewarded with:

Headteacher's end of term reward

Children are chosen by class teacher at the end of each half term for an afternoon activity with Mrs Fennell. It is hoped that all children experience the reward afternoon by the time they leave the infant school in year 2.

Phone calls home

During each PPA session teachers select one child to have a phone call home with positive news about their progress/attainment/effort etc.

Postcards home

Postcards are sent to selected children each week; the postcards reward work ethic, behaviour and attitudes or a 'wow' from the week.

Star of the week certificate

Certificates are given out at achievement assembly and linked to the weekly value.

Value stickers

Given to children for demonstrating any of the four Hillside values

Class marbles jar

Marbles given to promote class collaboration and team work towards a reward received at the end of each term.

Pot of Gold behaviour system (Nursery)

Nursery use the Pot of Gold behaviour system. All children start the school day on the sun. Children who receive rewards move up the system and are rewarded by receiving a special sticker when they reach the rainbow/pot of gold.

Class Dojo (Reception to Year 2)

Class Dojo rewards are given for positive behaviour and work on the Class Dojo Account by any member of staff. Certificates are given during achievement assembly when children achieve the following number of stars:

- 50 points = Bronze certificate
- 100 points = Silver certificate
- 150 points = Gold certificate
- 200 points = Platinum certificate

Managing behaviours causing concern

Behaviours that are considered low level can generally be managed within the classroom by:

- reminding children of the expectations
- being explicit about what will happen if the behaviour continues
- adopting good management strategies in line with expectations set out in the 'Teacher standards'
- adapting tasks so that children can access the lesson
- identifying teaching opportunities linked to misconceptions about learning and/or inappropriate social interaction
- anticipating situations that individual children may find difficult

Behaviours that require a greater level of intervention include behaving in a manner that prevents teaching and learning taking place or causes actual physical or emotional harm to another person. In order to address these behaviours, it may be necessary to establish whether these behaviours have an underlying cause linked to a medical condition, trauma, anxiety or any aspect of safeguarding. This may take some time and require appropriate referrals to other agencies.

The following principles will apply when behaviours require a greater level of intervention:

- the safety of all children and adults will be paramount which may require a child to spend some time in another area of the school.
- the guidance for staff following any aggressive incident (detailed in the staff handbook) will be followed
- parents/carers will be expected to respond to requests from school for their full involvement and support in implementing actions
- a plan will be devised identifying targets, preventative strategies and sanctions that are personalised for the child and take into consideration any relevant factors
- the Headteacher or Assistant Headteachers will determine the appropriateness of fixed term exclusions for serious incidents
- records will be maintained about what sanctions have been applied and why (behaviour log on Arbor)

We do recognise that some children will require more support to adopt appropriate behaviour and interventions may be required. This could take the form of pastoral support, building self-esteem, anger management programmes and/or the involvement of outside agencies. Agencies that can provide support to parents and children include the family support worker, the Behaviour Support Team and parenting advisors. This may necessitate an Individual Behaviour Contract. These Behaviour Contracts will be generated and reviewed every half term with the Inclusion Team.

Governors and staff understand that it is illegal to use force as a form of managing behaviour. Any reasonable force is used only by staff trained in safer handling when a child is a danger to themselves, other children or staff.

Level	Description	Examples	Responses	Possible sanctions
1	Low level behaviours	• Ignoring/not following instructions • Not completing work in the expected time • Poor attitude • Repeated chatting • Disrupting others from learning	• Reminded of expectations and school values. • A verbal reminder about behaviour expectations • Spending time with an adult within the classroom to discuss the behaviour identified • Staff should only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so	Moved within class Time out at playtime Completing work in the lunchtime sanction room Missed playtime/ lunchtime Letter home
2	Mid level behaviours	• Disrespectful behaviour towards an adult or child • A severe lack of effort in class		• Moved within class • Time out at playtime

		• During independent work and during carpet sessions • Rudeness and inappropriate language	extreme as to warrant immediate removal. • Inclusion support	• Completing work in the lunchtime sanction room • Missed playtime/ lunchtime • Letter home • Meeting with Assistant headteachers and or headteacher • Meeting with parents (if applicable) • Behaviour recorded on Arbor or individual tracking sheet for key children with additional support
3	Serious misbehaviours	• Any form of bullying- child on child abuse • Racist or homeophobic language used with intent. • Physically hurting children or adults with behaviours including biting, kicking, spitting, punching. • Behaviour which impacts the education or emotional wellbeing of other children within the class/group setting	• Individual behaviour support plan. • Additional therapeutic or pastoral support • Visual timetables/now and next strategies. • Team around the child meetings • Other professionals such as behaviour support team and educational psychologist • Adult lead inclusion support • Parental support • Referral to Stronger Families key working Service • Interim Review for pupils with an Education, Health and Care Plan • Temporary education off site provision	• Meeting parents • Suspension/ internal seclusion • Persistent breaches of such serious behaviours could result in a permanent exclusion
3	Extreme behaviours	• Persistent bullying child on child abuse including cyber bullying	• Individual behaviour support plan. • Additional therapeutic or pastoral support	• Suspension or permanent exclusion

		• Serious acts of violence against another pupil or member of staff • Repeated physical abuse of adults and children • Sexual abuse or assault • Carrying a weapon or an object that has been adapted as a weapon • Possession or using an illegal substance. • Unfounded allegations against staff with malicious intent	• Visual timetables/now and next strategies • Team around the child meetings • Other professionals such as behaviour support team and educational psychologist • Adult lead inclusion support • Parental support • Referral to Stronger Families key working Service • Interim Review for pupils with an Education, Health and Care Plan • Reintegration Meetings • Contextual Safeguarding Approaches	

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow reasonable instruction. (Section 90 and 91 of the Education and Inspections Act 2006).

Suspension and exclusion

We follow the advice of the School Exclusions and Reintegration Officer, at the London Borough of Hillingdon. We follow the Government guidance Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement September 2022.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently will never be taken lightly and only ever considered;

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

Strategies to reduce risks of permanent exclusion for any pupil will include:

- Pastoral support plan
- Personalised timetable
- Play Therapy support

- Adult led inclusion support
- Restorative approaches
- Education Psychologist Involvement
- Team around the child meetings
- Referral to Stronger Families key working Service
- Interim Review for pupils with an Education, Health and Care Plan
- Reintegration Meetings
- Contextual Safeguarding Approaches

Mobile Phones

No phones can be brought into school by children unless they are for the purpose of monitoring a medical condition and, if this is required, the phone will be held in the office and used with supervision.

Reviewed by Curriculum committee and then recommendations to Full governing body.

Last Updated: September 2026
Approved: 01/10/2026
Review Date: September 2027
Policy Status: Statutory