



Hilltop First School and Foundation Stage Behaviour Policy including Anti-bullying Statement

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Behaviour Policy with Anti-bullying Statement

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Purpose

The purpose of the School Behaviour Policy is to make our school a safe and happy place where learning to work, play and share together is just as important as our other lessons.

Our School Values, together with British values are embedded in the culture of the school. Our school Values are:

- Kindness
- Inclusiveness
- Resilience
- Curiosity
- Aspiration

Vision

We believe that children who know how to behave well towards each other and to adults in the school, are happy and successful learners who contribute not just to the school community but to the wider community in which they live.

We undertake to teach our children:

- What positive behaviour look like
- What it means to make positive choices
- How to behave appropriately in different social situations
- How to look after each other
- How to take care of school and personal property
- How to value their work and that of their peers
- How to take responsibility for their own words and actions

Behaviour Expectations

Our behaviour support process is based on the positive reinforcement and recognition of positive behaviours, whilst calmly addressing inappropriate or unhelpful behaviours. Positive behaviour is always praised verbally and through nonverbal communication. Attention is drawn towards children who remember the School Golden Rules and values.

Hilltop's Golden rules are:

- Be Kind
- Aim High

All staff are committed to consistently encourage positive behaviour through:

- Clearly displaying our Golden Rules and values across the school – these are shared with all children and adults who work in, or visit, our school
- Highlighting and praising appropriate behaviour – explicitly naming what they have done well e.g. 'great writing', 'polite behaviour', 'kind decision' rather than 'good girl/good boy' so that children are aware of why they and others are receiving praise
- Labelling inappropriate behaviour but not the child
- Allowing regular class reflection times and whole-school assemblies to reinforce the Golden Rules and school values

During play and lunch times, staff will monitor the interactions between children. It is easy for high energy or competitive games to escalate and for things to go wrong in the heat of the moment. Staff will make every effort to intervene and redirect play if they anticipate conflict. Play fighting is not permitted. Teasing and name-calling is also not acceptable.

Supporting children with emotion regulation

Often heightened and inappropriate behaviour is the result of a child expressing big emotions including frustration, disappointment, or anger through their actions or words. Children are often still developing their ability to understand and regulate these emotions. Hilltop staff implement the *Five to Thrive* framework alongside *Emotion Coaching* strategies to support positive behaviour through healthy brain development and secure relationships. We recognise that a child's behaviour is a form of communication, often signalling an unmet emotional need. Rather than focusing solely on sanctions, staff use the five-to-thrive core building blocks to co-regulate with the child, while using Emotion Coaching to validate feelings and set clear, prosocial boundaries:

We recognise when a child may have 'flipped their lid' and use our own response to support co-regulation through allowing the child time and space to calm down before directly discussing their behaviour responses. When they are ready, the child is encouraged to talk about their actions and reflect on what has happened.

Adults will attempt to connect with the child's emotions rather than judge them for feeling this way e.g. 'I've also felt frustrated before.' It is important to establish this connection before correcting the behaviour. There are 5 key steps to emotion coaching:

1. Notice the child's behaviour and tune into the emotion beneath.
2. Connect with the child and recognise emotional times as opportunities for teaching and building relationships.
3. Listen empathetically and validate the child's feelings.
4. Help the child to verbally label emotions.
5. Set limits on the child's behaviour whilst helping the child to problem solve.
- 6.

Sanctions and Consequences

We expect *kind words*, *kind actions* and *kind intentions* from all pupils. The school advocates a restorative approach rather than an authoritarian approach to applying consequences and dealing with conflict. This encourages pupils to take some time to reflect on what has occurred and take ownership of, and responsibility for, their behaviour, recognising that what they have done is wrong or hurtful. Any consequence needs to be effective and focused on supporting the pupil to change their choices of behaviour in future situations. Wherever possible, pupils should be given the opportunity to focus on 'putting things right' rather than being given a sanction.

Time out in Foundation Stage

At this age, pupils are very much still learning to work and play alongside and with their peers, sharing space and resources and understanding positive social interaction. These are explicitly modelled and spoken about through the use of carefully chosen texts and conversations about school rules, values and experiences within the day.

At times pupils may need to be removed from a situation following unhelpful or hurtful behaviour. Time and space away from peers reduces unhelpful distractions and supports the child in regulating their emotions following conflict. The child will be asked to sit in an allocated 'spot' within the classroom to think, together with an adult, about what has gone wrong and what could be done differently next time. Pupils are encouraged to verbalise these thoughts to the adult and, if appropriate, apologise. These incidents will be informally recorded. Where it is felt that a child has deliberately broken something or seriously hurt another child, they may be brought to have a conversation with a member of the senior leadership team. They might be asked to spend some time away from their peers to help them to understand that this is not acceptable behaviour. Parents/carers will be informed of this.

Where staff become aware of patterns of behaviour, these will be discussed with parents/carers and personal behaviour support strategies may be introduced for the individual child.

Time out in Key Stage 1 and 2

Where a child has not followed our Golden Rules, they will be brought to have a conversation with a member the school leadership team. Such behaviours could include:

- hurting a peer or member of staff
- breaking or damaging school property
- repeatedly showing challenging behaviour towards an adult or peers

Time Outs are always preceded by a conversation with a member of the school leadership team to ensure that the child understands why their behaviour is in conflict with our Golden Rules. Adults will listen to the individual child's description of events as well as any others involved. It is important that the voice of every child is heard in conflict situations. Following a time of reflection, the child will be asked to explain how they could have behaved differently in the situation. They will be encouraged to apologise to all parties involved and 'put things right'. This may be followed by a period of sitting away from peers for five to ten minutes. *Time Outs* are carried out either during lunch playtime or at the beginning of afternoon assembly and are never carried over to the following day as we believe strongly in fresh starts. A *Time Out* slip outlining the incident will be completed by the adults involved and sent home making parents/carers aware of the incident. *Time out* incidents are recorded in CPOMS under the 'behaviour' category and should include full details of the incident including how the incident was followed up by adults.

All sanctions and consequences for poor behaviour choices will take into account the understanding and developmental needs of the individual child especially those with identified special educational needs.

Certain behaviours are unacceptable and will involve conversations with parents/carers in addition to *Time Out*. Examples of unacceptable behaviour include:

- Swearing and Name calling: this behaviour is not tolerated under any circumstances
- Physical Aggression resulting in injury: this applies to both instigated and retaliated aggression
- Stealing: Taking anything that does not belong to the child
- Vandalism: Any mistreatment of school property or equipment
- Derogatory or offensive comments on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring. Children usually know they are intending to insult

or cause hurt even when they are not sure of the meaning of the words. All discriminatory incidents are recorded as such.

Rewards

Attention is constantly drawn towards children who remember the School Golden Rules and Values. Positive behaviour choices are always praised verbally or by body language. Consistent positive behaviour choices may be rewarded with a sticker on their individual sticker chart or a 'Well Done' certificate. Classroom staff may hand out stickers for children to wear at their own discretion.

individual pupil sticker charts celebrate good choices and success. Plain coloured stickers are used as follows:

- Green – good job; achievement; success
- Blue – positive behaviour choice
- Red – Effort; resilience
- Yellow – positive lunchtime behaviour choices

A child who has collected 10 stickers will visit the Headteacher for a special sticker. When child has collected 10 stickers they are also able to put a token in their house box. The house with the most tokens at the end of each long term will be awarded an extra playtime.

Fixed Term Exclusions

Although the children at Hilltop are young, there may be occasions when a 'fixed term' exclusion may be deemed necessary both as a consequence and as respite for other children in the class. Every situation of extreme behaviour is looked at on an individual basis before the decision to give a fixed term exclusion is made e.g. Incidents of extreme physical aggression either towards another child or an adult could result in a fixed term exclusion. If a fixed term exclusion or permanent exclusion was deemed necessary the school would follow the guidance from both the Local Authority and DfE.

Child-on-child abuse

At Hilltop, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils. Child-on-child abuse will include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Pupils are taught that they have the right to say "No" or "Stop" when they do not like something that another child is doing or saying. They are encouraged to walk away from the child and speak to an adult if the unwanted action continues. This message is reiterated through assemblies, classroom discussions and conversations with individual pupils.

Adults must listen when a child reports that another is continuing to be unkind or hurtful when they have been asked to stop. Adults must respond and intervene as appropriate. Any concerns, disclosures or allegations of child-on-child abuse in any form should be referred to the DSL and will be followed up as per the school's child protection procedures.

Pupils are taught how to support their friends by speaking to a trusted adult if they think there is a problem.

Responding to significant behaviour concerns at Hilltop

At times, an individual child may find making the right behaviour choices more challenging. Following a conversation with parents/carers, a personal behaviour record may be implemented. Both positive and negative behaviours will be recorded. Staff will use this to communicate with parents daily or weekly (as agreed). Where this is agreed, the manageability for staff must be considered.

Conversations at the door at pick-up time regarding behaviour are to be avoided as they are not deemed helpful or appropriate as this singles out the child in front of other adults and peers and can make the end of the day a negative experience for the child and parent. Individual behaviour strategies, which may include personal behaviour charts, may be set up for use both at school and at home to support consistency of approach.

At Hilltop First School, we believe that in many cases pupils' behaviour is a nonverbal message. We make an effort to understand any triggers for inappropriate behaviour and respond appropriately. Where the behaviour is a result of Special Educational or Social and Emotional Needs this may include making reasonable adjustments to the environment or the child's daily routine. Personal De-escalation Plans or Safety Plans will be outlined alongside SEND Support Plans.

A *personal safety plan* will involve reviewing potential safety risks associated with the child's behaviour and agreeing with parents/carers how the environment and staff actions can be reasonably adapted to reduce any possible risk. Any impact of these adaptations on the other pupils will also be recorded on the plan.

Parental Partnership

The staff at Hilltop work in partnership with parents with regard to the children's behaviour. Teachers and/or the Headteacher will meet with the parents of any child whose behaviour is a cause for concern. They will provide specific information on how the school's behaviour management systems will be applied, and escalated with regards to that child's behaviour until there is an improvement.

We will work with parents to offer support with managing behaviour outside of school and signpost or refer families to other agencies where this would be helpful.

Parents are asked to support the school's Behaviour Policy when they accept the Home School Agreement.

Link Documents

This policy should be read in conjunction with:

- Children Protection and Safeguarding policy

- SEND Policy and Information Report/ Inclusion Strategy
- Equality Objectives
- Accessibility policy
- Attendance policy
- Complaints Procedure
- Home School Agreement

Hilltop's Anti bullying Statement

Definition of Bullying

The DfE defines bullying as “behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.” Bullying is often motivated by prejudice and can take many forms including cyber-bullying. It might be motivated by actual differences between children, or perceived differences. Bullying is not the same as the occasional falling out, or argument between friends and is not tolerated at Hilltop. All staff are aware that children with SEND and/or differences or perceived differences are more susceptible to being bullied or being victims of child abuse.

Some warning signs that a student is being bullied

- Changes in academic performance
- Appears anxious
- Regularly feeling sick or unwell
- Seeming to want to be around school adults more than usual
- Reluctance to come to school
- Clothes/bags torn or damaged
- Possessions being hidden or going missing
- Unexplained cuts and bruises
- Unexplained behaviour changes, e.g. moody, bad-tempered, tearful
- Unhappiness
- Loss of appetite. Not sleeping. Loss of weight
- Seen alone a lot
- Not very talkative

Some reasons why people bully

- Desire to appear powerful
- Unhappiness
- Feelings of inadequacy
- Difficulties at home
- Learned behaviour (They too have been bullied)

Reducing the likelihood of Bullying

Children and adults agree that it is not fair for anybody to spoil the safety and happiness of others. Unkind actions and words spoil the happiness of our school.

We aim to reduce the likelihood of child-on-child abuse through:

- The established ethos of respect, friendship, courtesy and kindness including our school values
- High expectations of behaviour as described in our Golden Rules
- Clear consequences for unacceptable behaviour

- Providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consequences, consent and keeping themselves safe
- Promoting oracy and confidence in 'speaking out' so that pupils are equipped to share any concerns
- Systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed including our 'Bubble Time' boards
- Robust safety plans and targeted support for pupils identified as being a potential risk to other pupils and those identified as being at risk

We aim to build resilience in our children by equipping them with strategies to manage peer-to-peer conflict.

Talk – Walk – Tell

We teach our pupils to be verbally assertive to resolve conflict constructively and have the confidence to tell someone if they need help. If a child is in a situation where they do not like what someone else is doing to them, they are encouraged to say "stop" and then move away from the other person. Where this does not resolve the conflict, they are taught to talk to an adult. We consider this to be an important safeguarding principle. Pupils are taught that stop means stop.

Responding to allegations of bullying

If bullying does occur, all children should be able to 'tell' and know that incidents will be dealt with promptly and effectively. This means that *anyone* who knows that bullying is happening is expected to tell an adult they trust. All staff will take incidents of bullying seriously and investigate thoroughly so that everyone sees that bullying behaviour will not be tolerated at Hilltop. To allow or condone bullying may lead to consideration under child protection procedures. This includes all forms, e.g. online, racist, homophobic, gender, SEND-related bullying. Known bullying incidents are recorded in our CPOMS system, and are shared with and analysed by the Governing Board. We have a duty to record and regularly report to the local governing body incidents of recorded racism within the school.

We acknowledge that a child could be the victim of bullying by an adult. This is unacceptable and will not be tolerated at Hilltop. In the event of a child identifying a member of staff as the bully the *Hilltop Allegations against Staff Policy* should be followed.

Where adults become aware of persistent targeted unkindness towards a child they will speak to the parents/carers of all pupils involved and agree the most suitable support. This will include adults monitoring the interactions between pupils and making changes to the school environment or routines where it is felt this is in the best interest of the child. It may also be decided that either the victim or the perpetrator could benefit from some direct social/emotional support either in a small group of one-to-one with members of the SEMH support team.

Parental Partnership

Parents and carers have an important part to play in Hilltop's Behaviour Policy. The school aims to work in partnership with our parents and families with all aspects of the children's behaviour and since parents are often the first to notice changes in their child's behaviour we rely on parents informing the school of any concerns they have about their child. School staff will then have an opportunity to responsibility to investigate any concerns and monitor the child's behaviour and that of others.