

# HILL VIEW SCHOOL

## BEHAVIOUR and RELATIONSHIPS POLICY

Adopted June 2010, Updated June 2011, Reviewed Feb 2012, Reviewed Jan 2013, Reviewed May 2013, Reviewed Nov 2014, Reviewed Feb 2017

*At Hill View School, we value and welcome each person as an individual and recognise the importance of nurturing all aspects of their personality to help them fulfil their potential and become responsible members of the communities they live and work in. We recognise time at school is about much more than just academic progress and achievement.*

Our policy takes into consideration DfE advice and guidance given in 'Behaviour and Discipline in Schools: Guidance for Governing Bodies' and 'Behaviour and Discipline in Schools; A guide for headteachers and school staff.' This policy is a statement of the principles, practices and procedures that the school has set in place in order to ensure a safe and orderly environment for all members of the school community.

### AIMS

The purpose of this policy is;

- to provide opportunities for children to learn how to understand their emotions;
- to give children an understanding of how to foster positive relationships;
- to help children become emotionally literate;
- to equip children with the knowledge of how to build, maintain and repair positive arrangements with those around them;
- to ensure adults understand the importance of being positive role models;
- to help children use the principles of *Restorative Justice*\* when overcoming difficulties with others; and
- to ensure discipline procedures are only used when absolutely necessary and are always fairly applied.

*\*Restorative Justice is a process which works on repairing harm done rather than assigning blame and punishments for incidents. It relies on face-to-face interaction, open conversation and collaboration between parties after incident has occurred.*

### BELIEFS

At Hill View School, we believe, and encourage our children to believe, in:

- open communication between individuals to maintain relationships;
- teamwork at all levels;
- being honest about weaknesses and accepting support from others;
- having high expectations of ourselves and others;
- being enthusiastic, caring, dedicated, flexible and committed about what we do;
- respecting others;
- being proud of ourselves and our background;
- being proud to be a member of the Hill View Community;
- the best for everyone;
- creating a happy, safe and caring environment;
- celebrating differences, valuing diversity and being tolerant of each other; and
- creating, maintaining and nurturing good relationships.

There are a number of policies which complement and support these beliefs. They include, in particular: The Equality Policy; The Complaints and Allegations Policy; The Anti-Bullying Policy; The Online Safety Policy; The Health and Safety Policy; The Use of Reasonable Force Policy; The Safeguarding Children Policy; The SEN and Inclusion Policy; and The Whistle Blowing Policy.

## RESPONSIBILITIES

### **The Governing Body:**

- is responsible for ensuring the implementation of this policy;
- is responsible for reviewing this policy every other year;
- should support the Headteacher in implementing this policy; and
- is responsible for investigating any appeal made to them.

### **The Headteacher, with the support of the Senior Leadership Team:**

- is responsible for implementing this policy;
- is responsible for monitoring the effectiveness of this policy;
- is responsible for setting standards for behaviour;
- is responsible for promoting positive behaviour through assemblies;
- monitors records of all serious incidents;
- monitors the use of stars/clouds and rewards across the school;
- has the power to exclude a child temporarily or permanently;
- supports teachers with day-to-day behaviour management;
- steps in when required to prevent situations escalating; and
- leads the staff to be positive role models.

### **The Staff:**

- are responsible for day-to-day behaviour management;
- continuously promote positive behaviour;
- manage most incidents;
- refer to senior staff for support when required;
- record serious incidents and report them to a member of the Senior Leadership Team (SLT) where necessary;
- will inform parents when behaviour becomes unacceptable;
- will refer children to the lines of support and education (including HSCLW and 1:1 support TA) available within the school if they do not respond to the usual reminders and support;
- work in partnership with parents to improve standards of behaviour; and
- are continuous positive role models.

## PROCEDURES

To achieve good relationships we:

- teach emotional literacy and encourage Spiritual, Moral, Cultural and Social development through the curriculum, assemblies, being positive role models and ad hoc circle times;
- take every opportunity to support children through difficulties encouraging their autonomy in decision-making;
- teach the importance of positive values through assemblies, the curriculum and being positive role models;
- use humour (without humiliation) as a support for strong, positive relationships;
- have Golden Rules as the basis for the school's code of conduct;
- use Restorative Justice style approaches to manage challenging situations;

- have a disciplinary procedure for exceptional cases;
- having a variety of reward systems in place to commend good behaviour and hard work (including: Star of the Week, Super Star Trophy, Star/Cloud system, Credit Slips, in-class systems, time with the Headteacher/Senior Leaders, stickers, letters home, continuous verbal praise)
- have lines of additional support available to children who are showing signs of difficulty with managing their behaviour and relationships with others. (including HSCLW and 1:1 support TAs)

## GOLDEN RULES and WHOLE SCHOOL STAR/CLOUD SYSTEM

The behaviour at Hill View School is built around our Golden Rules. Breaching any of these rules is seen as inappropriate behaviour and adherence to these rules is expected for all children and adults from entry into the school. Our Star/Cloud system reinforces this message. The rules encourage children to:

- Be kind and helpful
- Be gentle
- Listen
- Work hard
- Be honest
- Look after property

These rules are displayed throughout school. Individual class rules are developed in consultation with the children each year and operate in tandem with the Golden Rules. All adults make regular reference to the Golden Rules, commending children when they can be seen to be following them and using them to highlight where behaviour may not be appropriate.

The whole school behaviour system is built around stars and clouds. Children progress up through three stages of stars for use of the Golden Rules or down through three stages of Clouds for breaking the Golden Rules. This system is in place in all classrooms and teaching areas and is followed by all members of staff. The system is used predominantly as a positive reinforcement to foster a sense of success.

## PEER MEDIATION/RESTORATIVE JUSTICE

*Restorative Justice* is a process which works on repairing harm done rather than assigning blame and punishments for incidents. It relies on face-to-face interaction, open conversation and collaboration between parties after incident has occurred. For this to work all parties must agree to engagement in discussion about what has occurred.

All staff, including lunchtime supervisors, understand the principles of Restorative Justice. Year 6 children who volunteer are trained in the process and then operate as play leaders at break and lunch times.

### THE PROCESS:

A mediator (adult or child) will support all parties to have a discussion about the incident and to decide the way forward. The mediator is not a judge and will not decide what action should be taken. Any very serious incidents, those which become (or could become) very timely, or those where discussion breaks down should be referred on to senior staff for intervention.

The mediator supports the people involved by asking questions and ensuring all parties get their chance to speak. The types of questions asked will be:

- What happened?
- How do you think it happened?
- What did you do? What was your part in the incident?
- What did you feel?
- How were you affected?
- What could be done to help you feel better?
- What could you do to help make it right?
- Do you feel you can move on from the incident?

## WHEN DISCUSSION BREAKS DOWN/INTERVENTION

Some situations will not be successfully resolved through Restorative Justice discussion and other very serious situations may require intervention. Situations which occur during lesson times will not always be dealt with through a formal Restorative Justice discussion due to lost learning time. Each case is taken individually as and when it is necessary.

**PROCESS:** In the first instance a class teacher will endeavour to take charge of any situation which has not been resolved unless they deem it to be serious. In such a "serious" situation, the Headteacher or member of SLT should be consulted at the first opportunity.

Class teachers managing unresolved situations and situations which arise during lesson times will decide what sort of intervention may be appropriate. All interventions will follow encouragement to choose to change the inappropriate behaviour. Teachers may do this by:

- praising appropriate behaviour;
- giving "the look" or other non-verbal communication;
- using different tones of voice;
- moving 'down' on the stars and clouds system;
- giving "time out" within the classroom;
- writing name on the board;
- giving "time out" with another teacher, a member of SLT or the Headteacher;
- missing "fun" activities;
- group support programmes;
- keeping children in at play or lunch times;
- inviting parents in for a discussion with the child;
- referring to HSCLW or 1:1 Support Mentor; and
- creation of individual contracts/plans for key children.

Any intervention which involves any sort of sanction is applied as fairly and consistently as possible but the difficulty of monitoring and ensuring this is recognised. The Star/Cloud system helps provide greater consistency and improves fairness.

## SANCTION PROCEDURE

Any sanctions used to help maintain positive behaviour will be used only when necessary. The procedure to be followed depends on each individual case but will follow broad guidelines:

- Children who are behaving inappropriately will be moved 'down' onto the first cloud as a warning to improve their behaviour. They will be informed of what part of their behaviour is unacceptable;
- Children who continue to behave inappropriately will be moved onto the second cloud and will miss five minutes of their lunchtime play;

- Children who continue to behave inappropriately will be moved onto the final cloud and will have to visit the Headteacher or another member of SLT to explain their behaviour;
- The Headteacher will, in some cases, enforce a lunchtime detention when a child (KS2) has reached the third cloud. After three lunchtime detentions in a half term, a child will automatically receive an after-school (1/2 hour) detention;
- Children who consistently misbehave will miss complete playtimes either as a one off or an extended period if their behaviour is threatening to the safety of others or preventing others from learning.
- Children who misbehave over a prolonged period, interrupting their learning and/or the learning of others may be asked to 'pay back' lost time in an after school detention. This sanction will only be used in extreme circumstances and with the support of parents.
- Adaptations of the sanctions related to each cloud are made in individual or group cases as appropriate to their support package.

The school recognises that some children struggle more than usual to maintain positive behaviour which may be communication of a Social, Emotional or Mental Health need. These children will be recognised as having a Special Educational Need and will be supported appropriately eg, by a 1:1 TA, the HSCLW or our 1:1 Support Mentor. They will receive explicit teaching about how to maintain positive behaviour, interact with others and make appropriate choices. Their needs will be taken into consideration and their behaviour will be managed in line with their individual needs. They will not be penalised for behaviour that is beyond their control. It is important to note that high expectations for behaviour will always be present, in line with any individual needs.

In some cases, the school will undertake an EHA (Early Help Assessment) for a child where their behaviour indicates the need for multi-agency support. This may or may not lead to support provided through the TAF (Team Around the Family) process.

All staff are aware of key children on the SEND register who have SEMH needs and may use negative behaviour to communicate difficulty. These children have individual strategies in place to support them which will be detailed on the IIP. Key adults around these children will be used for support as and when needed. Careful management of these children is essential to help them develop their skills and manage their SEMH needs.

## DISCIPLINE BEYOND THE SCHOOL GATE

Disciplining beyond the school gate covers the school's response to non-criminal 'bad behaviour and bullying' (DfE 2012) which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the Headteacher are lawful.

The school will always apply the procedures detailed in this policy when responding to any inappropriate behaviour when the child is: taking part in any school-organised or school-related activity or when the child is travelling to and from school, wearing school uniform (if the child is not under the supervision of a responsible adult).

## EXCEPTIONAL CIRCUMSTANCES

In very occasional and very exceptional circumstances a pupil may be excluded from school for a fixed term or permanently. Only the Headteacher (or Acting Headteacher) has the power to exclude a pupil.

A pupil may be excluded for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. A fixed term exclusion can be converted into a permanent exclusion if investigation shows circumstances warrant this.

If a child is excluded, the parents will be informed immediately and will be given a full explanation as to the reasons behind the exclusion. At the same time, the parents will be provided with details of how to appeal to the Governing Body against the decision.

The Headteacher will inform the Governing Body and the LEA of the exclusions over 5 days in any one term.

The Governing Body have no power to exclude or extend any exclusion.

The Governing Body may choose to create a committee to handle any exclusion appeals. An appeal will consider the circumstances of the exclusion, consider representation by the parents and the LA and consider whether the child should be reinstated. If the Governing Body deems that the child should be reinstated, the Headteacher must comply with this ruling.

## COMPLAINTS

If a parent feels any treatment of a child has been unfair, they should refer to the school's Complaints and Allegations Policy to see what course of action they should take. It can be viewed at any time through the school website. [www.hillview-school.co.uk](http://www.hillview-school.co.uk)

## RECORDING

Any serious incidents of inappropriate or discriminatory behaviour should be recorded. Records of serious incidents travel with children throughout their time at the school. Details of sanctions should also be recorded at the same time.

*This policy supports and complements Hill View's Safeguarding policy to ensure the school takes all necessary steps to protect the welfare of all children in our care.*

A copy of this policy is included in Hill View School's Safeguarding Portfolio and Equality Folder which is held in the staff room, a hard copy is available on request from the school office and it can be viewed at any time through the school website. [www.hillview-school.co.uk](http://www.hillview-school.co.uk)

This policy will be reviewed bi-annually and its effectiveness will be evaluated through analysis of the Stars & Clouds, rewards and Serious Incident records.