

**BEHAVIOUR  
POLICY**



Headteacher – Miss H Kearsley

**2024-2025**

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### Version Control

Version	Date	Change Description	Stored
2	October 2022	Significant changes made. <ul style="list-style-type: none"> <li>- RIP and PIP approach</li> <li>- Restorative approach</li> <li>- awareness of behaviour being communication</li> <li>- Dojo awards</li> <li>- Gold cards for the badge</li> <li>- Core values focus</li> <li>- New 3 school rules for consistency and clarity</li> <li>- Additions of use of force</li> <li>- Talk about it wheels</li> </ul>	
3	October 2023	Addition of lunchtime 'VIP'  Addition of parents being informed about an exclusion may be delegated by the Headteacher to another member of the school team  Reference to 'fixed term exclusion' changed to 'fixed term suspension'	
3	October 2024	Additional note to refer to Restrictive Physical Intervention Policy	

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### **Aims**

At Hilton Lane Primary School it is our aim that every member of the school family feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose ethos is built on mutual trust and respect for all. The behaviour policy is, therefore, designed to positively support the way in which all members of the school can live and work together cooperatively, fulfilling our mission of 'Aiming High Together'.

### **Objectives**

The objectives of the policy are:

- to promote a calm environment where everyone feels happy, safe and secure
- to teach pupils responsible behaviour and, in doing so, raise their self esteem and increase their academic success
- to create a learning environment where teachers can teach and pupils can learn in a classroom free from disruptive behaviour.

The class teacher or the person in charge of the classroom is responsible for ensuring this ethos is reflected in his/her classroom and for following all procedures.

### **Legislation and Statutory Requirements**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

### **Related School Policies**

The Behaviour policy is one of the essential Safeguarding Policies of the school. Safeguarding covers more than the contribution made to child protect in relation to individual children. It also encompasses issues such as pupil health and safety, bullying, arrangements for meeting the medical needs of children, providing first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population. This policy also relates to the Anti Bullying Policy

### **Three Golden Rules**

Our behaviour policy is centred around three simple rules: Be Ready, Be Respectful and Be Safe. Each of these 3 rules is linked to one section of our overall curriculum intent.

1. Be Ready
2. Be Respectful
3. Be Safe

### **Responsibilities**

To develop the school's ethos of 'The Hilton Lane Family' we aim to develop secure relationships between staff and pupils and pupils and their peers. Clear expectation are set for all stake holders and everyone is

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clear about the 3 simple rules that have been developed to ensure the children are able to develop a sense of belonging.

These rules are displayed in every class and around school. Adults refer to these rules when giving praise and sanctions.

Responsibilities of parents and carers	
Ready	<ul style="list-style-type: none"> <li>- To ensure pupils attend school regularly and arrive on time (any absences are reported to the school office)</li> <li>- To ensure school is informed of anything which may affect children's work and well-being</li> <li>- To encourage independence and self-discipline</li> <li>- To help support with learning at home where appropriate</li> </ul>
Respectful	<ul style="list-style-type: none"> <li>- To fully support the behaviour policy and other school policies.</li> <li>- To establish good communication with school staff, following the procedure stated in the complaints procedure if any concerns need to be raised.</li> <li>- To model respectful behaviour to all staff and families on the school premises</li> </ul>
Safe	<ul style="list-style-type: none"> <li>- To encourage respect and positive behaviour and to make their children aware of inappropriate behaviour</li> <li>- To support, and work with, staff to address and review any behaviour issues.</li> <li>- To ensure children follow all health and safety procedures including appropriate uniform (e.g. no jewellery, sensible footwear)</li> </ul>

Responsibilities of pupils	
Ready	<ul style="list-style-type: none"> <li>- To listen carefully to others</li> <li>- To try their best at all times</li> <li>- To work on all tasks given by all adults</li> </ul>
Respectful	<ul style="list-style-type: none"> <li>- Be kind and polite to all members of The Hilton Lane Family and any visitors</li> <li>- To use good manners</li> <li>- To treat people how you expect to be treated</li> <li>- To take care of property and the environment in and around the school</li> </ul>
Safe	<ul style="list-style-type: none"> <li>- To move sensibly around the school</li> <li>- Think about how your actions might hurt others</li> </ul>

Responsibilities of staff	
Ready	<ul style="list-style-type: none"> <li>- To listen to all pupils</li> <li>- To be a good role model for pupils</li> <li>- Attend relevant training</li> <li>- Maintain high expectations</li> </ul>
Respectful	<ul style="list-style-type: none"> <li>- To treat all children fairly- using rewards and sanctions clearly and consistently.</li> <li>- To raise children's self-esteem by praising children and rewarding good behavior.</li> <li>- To develop effective relationships with parents.</li> </ul>
Safe	<ul style="list-style-type: none"> <li>- To follow all policies and procedures (including logging incidents)</li> <li>- To develop trusting and appropriate relationships</li> </ul>

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Responsibilities of Governors	
Ready	- To ensure staff undertake appropriate behavior management training.
Respectful	- To ensure that the behaviour policy is shared with parents - To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management.
Safe	- Ensure that behavior policies and procedures in place are in accordance with local authority guidance, locally agreed inter-agency procedures and government guidance. - To ensure the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures. - To nominate a governor to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the Head Teacher.

### **The Role of the Headteacher**

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour and bullying – this may be cpoms or sims depending on the nature.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This action is taken only after the school governors have been notified in line with local and national guidance.

### **The Role of Governors**

The Governing Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **Behaviour Management System**

We adopt the principles of 'PiP' and 'RiP': Praise in Public and Reprimand in Private whenever possible.

### **Rewards**

We strongly believe that children respond best to praise and encouragement and must try to find every opportunity to praise children when they are showing appropriate behaviour. Therefore, it is very important that praise and reward should have great emphasis.

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- The Headteacher holds a weekly 'Celebration Assembly' which there are the following opportunities for praise:
  - Headteacher's Award presented to one member of each class for excelling in school life. Parents/guardians are invited to attend to share this achievement. (Every effort should be made to reward the achievements of every child in a class over the course of the year).
  - Headteacher stickers for pupils nominated by their class teacher for displaying a positive attitude
  - Lunchtime award is awarded to one child chosen from the good to be green lunchtime box. Children are nominated by lunchtime supervisors.
  - Recognition is given to success of differing kinds in or out of school, e.g. presentation of swimming and cycling proficiency awards, sporting achievements, musical achievements etc.
  - Trophy for the class with best attendance for that week (Attendance Award).
  - At the end of the half term we celebrate our 'Core values Champion'. One child from each year group is selected who has displayed/ shown out core value. They are then displayed in the hall for all to see for a full year
  - Dojo certificates awarded – bronze, silver, gold and platinum

### **Individual Reward System:**

#### **Dojo Points**

Pupils are also rewarded individually for demonstrating positive behaviour by being given Dojo Points. Children are **only given 1 Dojo at a time**. These dojo points are linked to our six core values. Some examples are below (not an exhaustive list):

<b>Resilience</b>	<b>Kindness/Empathy</b>
Trying hard with a challenge Persistence when things are difficult outside of the classroom Solving a problem	Being thoughtful towards any member of our school community Being helpful to someone Providing a peer with comfort when upset
<b>Respect</b>	<b>Aspiration/Pride</b>
Good manners Teamwork Listening to others opinions Disagreeing calmly and appropriately Entering	Good work in books Sharing their ideas with other Giving 100% to a task to achieve their very best Reading out in class Wanting to improve and seeking support to do so
<b>Generosity</b>	<b>Responsibility</b>
Sharing equipment with others Taking turns Giving up their time to help someone else Putting someone else's needs before their own	Using words to solve social problems Being focused on their own learning Handing in homework on time Reading at home Moving around the school safely

Points are collected electronically on Dojo and parents/carers can see their child's progress. No more than one points may be given at any time by any adult.

Children will receive a certificate when they get a certain number of dojos as outlined below:

Certificate	Number of Dojos
Bronze	50
Silver	100

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Gold	150
Platinum	250

### **Gold Cards**

Children can also have their name 'moved to the badge' in recognition of exceptional/ above and beyond behaviour. This may be for excellent work, behaviour, effort or being helpful to name just a few. The school badge is on display in each classroom, and once a child's name has been moved they will receive a gold card. The teacher will sign and date the card and state the reason the child has been placed on the badge. This gold card will be sent home at the end of the day.

Gold card: [Gold cards.pub](#)

### **Green Lunchtime Awards**

Lunchtime supervisors can give out green cards for children who display model behaviour at lunchtime. A winner is chosen in the celebration assembly. Each week there is a lunch time VIP.

### **Prevention of Poor Behaviour Choices**

In addition to praise for demonstrating good behaviour and achievements we also have systems put in place to reduce the likelihood of inappropriate behaviour including:

The use of visuals: each classroom has a visual timetable so that children are aware of what is coming next thus reducing anxiety. Some children may also benefit from reduced language and a visual support for certain tasks. Staff members have visuals on their lanyards which can be used to demonstrate what behaviour is expected where required. At Hilton Lane, we are committed to making reasonable adjustments to our behaviour policy where needed to meet individual needs.

Adults will model sharing and suggest ideas for children to resolve conflict. Some examples may include:

" Can I have a turn?" "You can have it next, when I am finished"

" We can play your game now and then my game at lunchtime"

" We can use a timer to know when it is time to swap"

" You hurt me, please can you tig me more gently next time"

Counting to 10, breathing deeply, walking away

Asking an adult for space

Fostering opportunities for giving children greater responsibility in school e.g. Playtime Buddies (to be implemented by the learning mentor), Eco Councillors, Pupil Governors etc.

**When witnessing behaviour that does not meet the expectations set out by the school, staff will always return to the knowledge that 'all behaviour is communication' and will always try to find the root cause of a behaviour before implementing a sanction.**

### **Sanctions**

There is an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others, especially for teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENDCOs and support agencies.
- Do everything reasonably possible to avoid exclusion from school.



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When sanctions are applied, children should be helped to understand why what they have done is not acceptable.

Staff should always express displeasure with the **action** and never the **child** i.e. 'that was a silly thing to do because...' and not 'You are a silly boy'

### **Sanctions Guidelines**

Before the following section is read it must be noted that this behaviour policy is not designed to cover every eventuality. It is a statement of intent to be fair and consistent as far as possible while understanding that certain pupils, at certain times, may be dealt with other than outlined below (including those children with Special Educational Needs and Disabilities (SEND)). This is because we believe that every child is unique and some children have needs which must be understood and dealt with on an individual basis. That is not to say that the behaviour policy does not apply to them, but rather that the Headteacher reserves the right to apply the behaviour policy according to each child's specific needs, following guidance and advice from the SENDCo and other professionals who understand certain trigger points, calming strategies and de-escalation tactics for specific children in our care.

In a similar way some incidents may carry different consequences depending on such criteria as the context, the age and understanding of the pupils involved, motive, past history and validity of witnesses. Every adult in the school has a duty of care to investigate each incident as fully and impartially as possible, with the Senior Leadership Team ensuring a consistent approach is maintained throughout the school.

Children should be familiar with our procedures and know what will happen next if they continue with the behaviour.

Consistency is important, although these steps below are guidelines since professional judgement is always needed when dealing with situations of unacceptable behaviour. **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 to 4 applied in daily management of classroom/playground behaviour. **De-escalation must always be the main priority of the staff.**

			Examples/script
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1	Reminder classroom management techniques	Reminder of the 3 rules: Ready, Respectful and safe delivered privately. Repeat reminders if reasonable adjustments are made.	<p>Verbal reminder: look at the board to show me you are ready.</p> <p>Name reminder- integrate name into teacher talk.</p> <p>Proximity praise- praise a pupil for following expectations to direct another pupils without drawing attention to negative behaviour.</p> <p>Behaviour direction- use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks- keep direction brief. "Sam, I need you to be being respectful and sharing that equipment with your friends. Thank you"</p> <p>Partial agreement- partially agree and then redirect. I understand that you feel/think... but I would like you to... because...</p> <p>Stuck record- I would like you to...the rule is...</p>
2	Warning	Clear verbal warning delivered privately where possible.	<p>"This is your warning now" making reference to ready, respectful and safe</p> <p>Make pupil aware of their behaviour and outline consequences if they continue. "If you continue with (name behaviour) your consequence will be.... (likely to be turn you card to amber)" Use the phrase 'Please think carefully about what will happen next.'</p> <p>Adult to turn the card discretely – not the child</p>
3	Consequence	Clear consequence given verbally and privately where possible	<p>I noticed you still are.... (having trouble getting started/wandering around the classroom, talking to others.)</p> <p>It was the rule about (being ready/respectful/safe) that you have broken</p> <p>As a result I am going to turn your card to red. I am disappointed. You have chosen to (move to sit on your own, complete the work at lunchtime, speak to me about the incident at lunch)</p> <p>Do you remember last week when .... (you did amazing maths, helped a friend, got on the badge)? That is who I need to see today. I hope that you can turn it back to green very soon.</p>

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			Thank you.
4	Restorative meeting	<p>- Teacher restorative conversation</p> <p><i>Use wheels to support this visually and consistently</i></p> <p>- DHT restorative conversation (if child requires removing from the classroom or investigations need to be undertaken)</p>	<p>Restorative meeting held to talk about the behaviour, impact on others and how this problem can be 'fixed'</p> <p>It is most useful for restorative conversations to be held with the staff member who dealt with the behaviour initially. These meetings can usually take place at playtime or lunchtime. Sometimes teachers may take the child out of class for 5 minutes to have this conversation. Any learning missed due to this will be completed during the child's own time.</p> <p>Other, more serious behaviour, may require further time for the child to re-regulate themselves and further time and space for a restorative conversation. In these instances it may be required that this takes place with a DHT. If deemed in the best interest of the child, they may spend up to half a day working alone. Parents to be informed.</p> <p>Parents are always informed, on the day, of any red cards. This can be via dojo if children walk home.</p> <p>All red cards are recorded on cpoms.</p>

Staff will actively look for positive behaviour to enable the child to turn their card back from red, to amber, to green. 'I have noticed that you are really focused on your work now – I am really proud of that – I am going to turn your card back.'

Even if the child turns their card back, they still require 5-10 minutes of lost free time for a restorative conversation to take place.

### **Steps for Continued Red Cards:**

2 reds	<p>Second red in the same day (continued Low/ Medium or in response to a Severe) - sent to DHT who will talk to the child about their behaviour.</p> <p>The child may be asked to work in an alternative class.</p>
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<p>3 or more reds</p> <p>5 restorative conversations in half term = letter home and parents to meet DHT who will give the child a Good Behaviour Record.*</p>	<p>Third red in the same day- (continued Low/ Medium or in response to a Severe) Sent to DHT. Discussion about behaviour, may be asked to work in their classroom.</p> <p>A further red or another day of three reds - Sent to HT - letter home to parents.</p> <p>Graded letter system:</p> <ul style="list-style-type: none"> <li>- first time parent to talk to child,</li> <li>- second time within 6 school weeks - parent to meet class teacher</li> <li>- third time within 6 weeks of previous letter- parent to meet DHT and class teacher- Good behaviour Record*</li> <li>- fourth Parent to meet HT.</li> </ul> <p>Standard letters are included as appendices to this policy</p>
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Note that zero tolerance is given for swearing at staff, physical assault, deliberate kicking, punching, hitting, biting or damaging property as well as any form of discrimination based on the protected characteristic (age, gender reassignment, being married or in a civil partnership, being pregnant/on maternity leave, disability, race – including colour, nationality, ethnic or national origin, religion or belief, sex) . This will result in bypassing the above steps. In this case, the following shall be adhered to:

1. Reported to their DHT who will complete a brief investigation, assess the severity of the situation and provide an appropriate consequence;
  - Missing lunch/break for a set period of time.
  - Internal exclusion within school.
  
2. Should the DHT deem a child's actions to be more serious, then they will take the child to the HT. HT will review the circumstances and either reinforce the two sanctions written above or consider the following consequences;
  - Fixed term suspension away from school.
  - Permanent exclusion

At all stages, parents will be informed either by the class teacher, the DHT or HT depending on the severity. Should the Headteacher deem it appropriate to issue a fixed term suspension, both the HT and DHT will attend the reintegration meeting where possible. If the Head Teacher is absent then the DHT and class teacher will complete this meeting.

Incidents of racism will also be reported to the Local Authority.

Staff will adhere to the Restrictive Physical Intervention Policy where needed.

### **Restorative Measures**

At Hilton Lane Primary School, we encourage children to take responsibility for their behaviour by thinking through the causes and consequences of their action. If adults consistently tell children what they have done wrong and the consequence they will face, children don't learn about the responsibility they had in a situation and how it affected others. We therefore take a restorative approach to behaviour.

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Traditional		Restorative
What's happened?		What's happened?
Who's to blame?	becomes	Who's been harmed and in what way?
How should we punish them?		What needs to happen in order to put things right and ensure it doesn't happen again? How can we fix the problem

What matters is that the child who has caused harm/disruption and the person they harmed/disrupted are given the space to hold a restorative conversation. This is so much more powerful than a simple "Sorry," and allows children to understand responsibility and develop empathy for others' feelings.

Speak to all parties involved. Allow everyone to have their voice heard.

- What happened? - Try to get as much detail as possible
- What were you thinking and feeling at the time? - refer to emotion monsters
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right? - Ask children how the problem could be solved and where possible find a solution based on their ideas. If necessary impose a solution and explain the reasons why.

At each stage of the children's learning, there are restorative wheels to support these conversations (see appendix). By the time children reach KS2, adults should be able to pass the wheel to the children in the hope that they can solve the issues independently.

All staff will have the wheels on their lanyards as a point of reference and to ensure consistency on approach.

### **Bullying**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour (see anti bullying policy).

### **Fixed-Term Suspensions and Permanent Exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The Department of Education's Statutory Guidance on School Exclusions (2017) are referred to in any decision to exclude a child from school.

Only the Headteacher and the Deputy Headteacher in his/ her absence has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes/suspends a child, s/he informs the parents immediately (this may be delegated), giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. This communication is delivered verbally but always followed with the Salford City Council model letters.

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We take instances of poor behaviour that are so severe they warrant exclusion very seriously at Hilton Lane. Sometimes these are one off instances for a child that are never repeated.

However, there are times when the same child is excluded/suspended on more than one occasion and on return there is no significant improvement in behaviour. If this happens the school will, in consultation with the parent, seek any help the child might need including from external agencies. The child will be helped within school to improve their behaviour in any way that we can, seeking advice from external services.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

### **Logging Incidents**

Behaviour incidents will be logged online using CPOMS. If teachers are regularly logging behaviour incidents it is their responsibility to consider whether further steps need to be taken (e.g. creating a behaviour chart or RAMP) Teachers may seek further advice and support from the SENDCo or senior leaders. Senior leaders will also monitor behaviour incidents via CPOMS to identify any patterns in behaviour e.g. an increase in certain types of incidents across the school, or certain locations where many incidents are happening. Further measures will then be put in place if needed to reduce the number of incidents. No additional logs are required – CPOMS is the single reference point for monitoring behaviour.

Teachers need to log red cards every time. If there are children who repeatedly turn to amber, an end of week summary could be logged e.g. *'Child X has displayed regular low levels of disruption resulting in turning to amber 5 times this week. I will chat with their parents/carers, monitor over the next week and review.'*

### **Guidance on the use of Reasonable Force**

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on pupils that are showing signs of aggression and causing harm on either themselves, other children or staff, as permitted by law (see Restrictive Physical Intervention Policy). This is only to be used when all possible options for giving the child time/space to regain self-control have been exhausted. De-escalation is always the primary approach.

Force is generally used for two different purposes, either to control pupils or to restrain them. Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force – especially when considering the safety of others. This power also applies to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit. Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent).

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Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- Injuring themselves or others
- Causing damage to property, including their own, which could result in harm or significant damage
- Engaging in any behaviour prejudicial to good order and discipline at our school

### **Circumstances in which reasonable force might be used**

Circumstances in which reasonable force might be used include, but are not restricted, to the following:

- Pupils found fighting will be physically separated.
- Pupils who behave in a way which disrupts a school event or a school trip or visit whereby safety is a concern may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- In order to prevent a pupil from attacking another child or a member of staff.
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

### **Recording an incident**

A contemporaneous record (i.e. written as soon as possible and no longer than 1 hour after the incident has occurred) should be made by the staff member(s) involved in the incident and written in the bound and numbered book which is kept in the Headteacher's office. Similarly, contemporaneous notes will also be made by all other members of staff involved as witnesses or additional provider of support – this will be logged on cpoms also. The record will contain the following information:

1. The name(s) and the job title(s) of the members of staff who used reasonable force.
2. The name of the children involved.
3. When and where the incident took place.
4. Names of staff and child(ren) who witnessed the incident.
5. The reason that force was necessary.
6. Behaviour of the child(ren) which led up to the incident.
7. Any attempts to resolve the situation.
8. The degree of force used.
9. How it was applied.
10. How long it was used for.
11. The child's/children's response and the eventual outcome.
12. Detail of any injuries suffered by either staff or children.
13. Details of any damage to property.
14. Details of any medical treatment required (an accident form will be completed where medical treatment is needed).
15. Details of follow-up including contact with the parents/carers of the children involved.
16. Details of follow up involvement of other agencies, police, social services, child witnesses may also be asked to provide a written account if appropriate.

There will also be an entry made on CPOMS to state that the record has been made in the bound and numbered book. (see Restrictive Physical Intervention Policy)

### **Debriefing arrangements**

The child/young person and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained. The child or young person

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will be given time to become calm while staff continue to supervise him/her. When the child regains complete composure, a senior member of staff (or his/her nominee) will discuss the incident with the child and to ascertain the reason for its occurrence. The child will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the child and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the child returns to school. All members of staff involved should be allowed a period of debrief and recovery from the incident. A member of the SLT will provide support to member(s) of staff involved.

The Head teacher will be informed at the earliest possible opportunity of any incidents where positive handling was used. The Head teacher will initiate the recording process if not already under way and review each incident to ensure that any necessary lessons are learned.

All parents will be informed after an incident where positive handling is used with a child. Parents will need to be notified sensitively and to be made aware of the full circumstances.

### **Out-of-school-hours Behaviour**

Our school is committed to ensuring our pupils act as positive ambassadors for us. Taking this into account, we expect the following:

Good behaviour in breakfast club

Good order on all transport to and from school, educational visits or learning opportunities in other schools.

Good behaviour on the way to and from school.

Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.

Our pupils to act as role models to other pupils from other educational establishments. When pupils do not act in our expected manner, then the same behaviour strategies as above can be applied.

### **Monitoring and Review**

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Deputy Headteacher keeps records of more serious behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident.

The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.



APPENDIX 1



Hilton Lane Primary School  
Little Hulton  
Salford  
M37 0JY  
0161 921 1195

[hiltonlane.primaryschool@salford.gov.uk](mailto:hiltonlane.primaryschool@salford.gov.uk)

***'Aiming High Together'***

Letter 1

Date:

To the Parent or Guardian of

Class Year

I regret to say that the behaviour of your child is giving cause for concern.

I am sure that you will agree that this behaviour is inappropriate and unacceptable.

I would be grateful if you could speak to him/ her about this.

Yours sincerely,

Class teacher.

.....

I have received your letter dated \_\_\_\_\_ concerning the behaviour of my  
child and I have spoken to \_\_\_\_\_ about it.

Signed..... Name (Block capitals).....



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### ***'Aiming High Together'***

Letter 2

Date:

To the Parent or Guardian of \_\_\_\_\_ Class \_\_\_\_\_

I regret to say that the behaviour of your child continues to give cause for concern.

\_\_\_\_\_  
\_\_\_\_\_

I am sure that you will agree that this behaviour is inappropriate and unacceptable.

We now consider that it is important for us to meet. Please call into school to arrange a meeting at a mutually convenient time.

Yours sincerely,

Class teacher.



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### ***'Aiming High Together'***

Letter 3

Date:

To the Parent or Guardian of \_\_\_\_\_ Class \_\_\_\_\_

Despite previous letters and a meeting, I regret to say that the behaviour of your child continues to give cause for concern.

Today \_\_\_\_\_

I am sure that you will agree that this behaviour is inappropriate and unacceptable.

In order to discuss this with Mrs Oliver and myself, I would be grateful if you could call into school to arrange a meeting at a mutually convenient time.

Hopefully, by working together we will find a way to resolve these issues.

Yours sincerely,

Class teacher.

## BEHAVIOUR POLICY

### **APPENDIX 2**

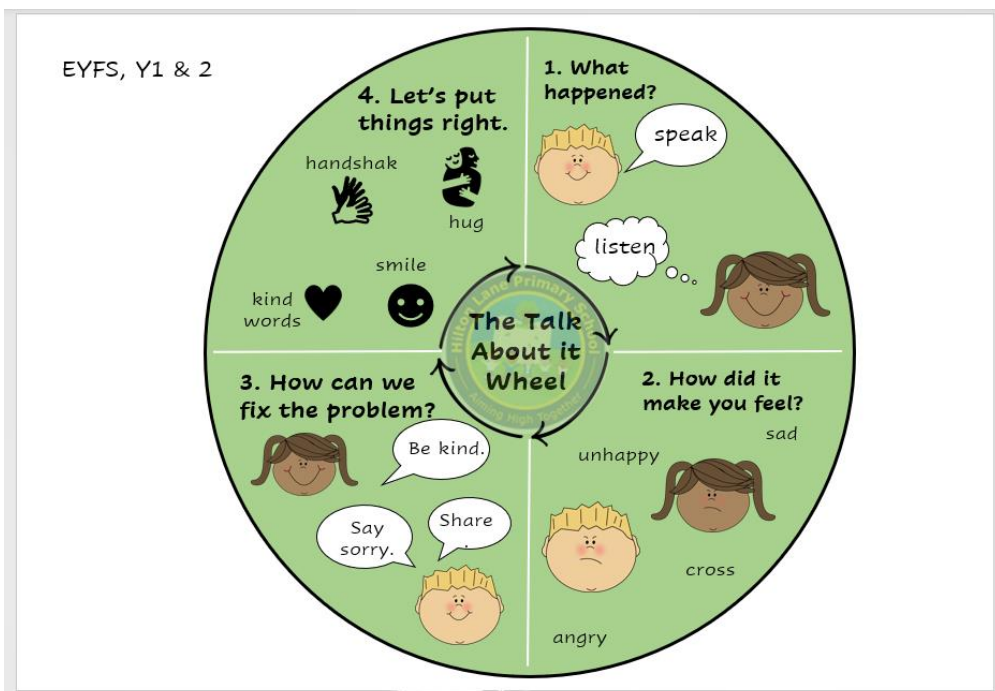
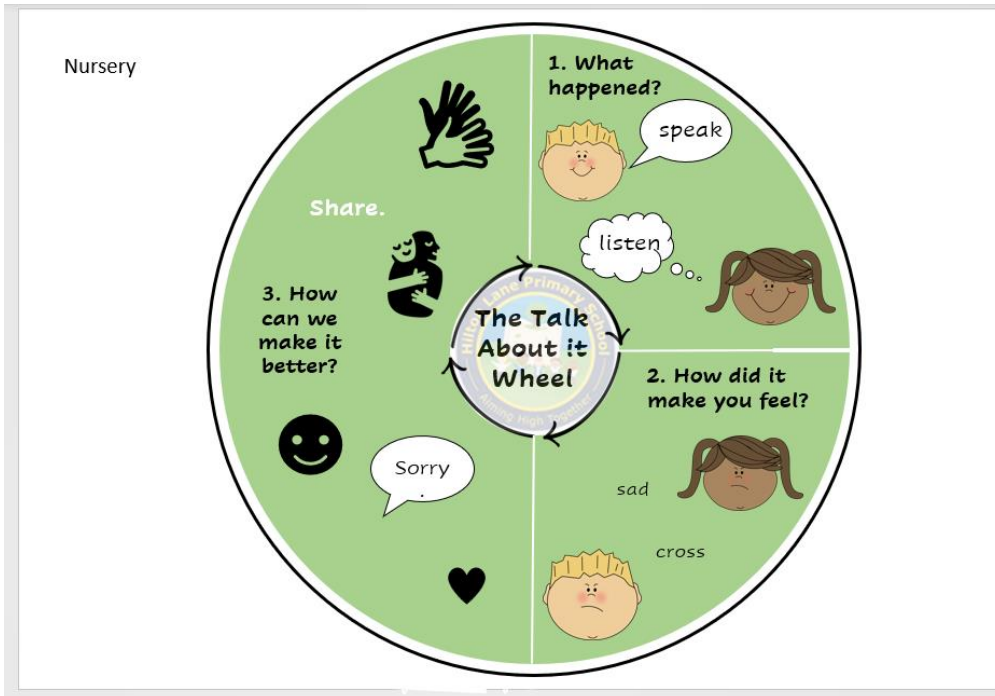
Hilton Lane Primary School  
Hierarchy of Behaviours

Level	Examples of Behaviour
Low	being noisy, teasing, pushing in, running in the building, interrupting members of staff, attention seeking behaviour, squabbling, bickering, avoiding work, wasting time, spoiling others games, accidental damage to school property through carelessness, in years 5 and 6 failure to complete homework more than once per half term.
Medium	persistence of any of the low level activities, name calling, lying, graffiti on books tables etc, preventing others from working, damage to school property as a result of deliberate misuse
Severe	graffiti, vandalism, swearing, rudeness to staff, kicking, biting, refusal to follow instructions, fighting, being uncooperative, running away from adults/ running out of school, a red card in the morning and afternoon, in some instances stealing
Extreme	vicious and continued kicking, biting, continued physical and verbal abuse to staff and or pupils, extortion, refusal to follow instructions which could endanger themselves or others, deliberate and continuing refusal to follow instructions, stealing, racial abuse.

APPENDIX 3 - School Badge for Display



**APPENDIX 4 - Restorative – The Talk About it Wheels**





# BEHAVIOUR POLICY

Y3 & 4



Y5 & 6

