

Hill View Stars



A parent's guide to behaviour management
at
Hill View Primary School.

Reach for the stars.

At Hill View Primary School, we believe that 'every teacher has a right to teach without interruption and every pupil has a right to learn'. Each child has the right to be safe and every parent has the right to information about his or her child's behaviour. We want to work in partnership with parents to encourage high standards. We have high expectations of our children's behaviour in order to maintain a good learning environment.

We aim to provide a consistent, positive approach to empower children to take responsibility for their actions and to learn how to behave in a socially acceptable way.

We value parental support and ask that you help and encourage your child to keep the school expectations and rules and behave appropriately.

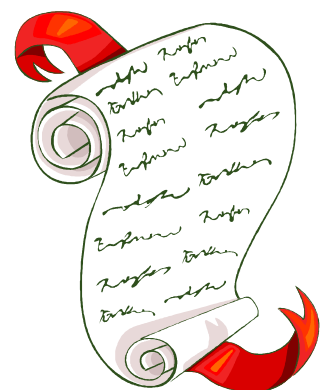
Should a child continue to have difficulty in keeping the school rules we will consult with parents to discuss a plan to remedy the situation.

The School Expectations and School rules and sanctions are displayed in every classroom and in the school corridors.

To support this, we work hard to ensure the children know our School Expectations and understand the School Rules.

At the beginning of every new school year, we take time to explore the rules and our exact expectations. The children work through these with their teacher and a signed charter is displayed in every classroom.

The rules are also reviewed at the start of every term and are frequently discussed in class and in assembly.



OUR SCHOOL EXPECTATIONS

Do as you are asked by all staff straight away.

- *Stop and listen immediately, when asked to do so.*
- *Follow instructions when asked to do something without question.*
- *Get on with your work straight away.*
- *Be ready to volunteer.*



Be polite and considerate to everyone.

- *Be courteous, considerate and caring.*
- *Say 'please and thank you' to everyone.*
- *We speak politely to everyone.*
- *Be friendly, forgiving and helpful.*
- *Allow others to get on with their work.*
- *Remember to knock on doors and wait until asked to enter the room.*



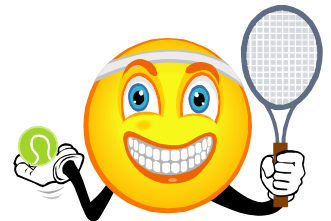
Move around the school quietly and carefully.

- *Be quiet in the cloakrooms, corridors and library.*
- *Walk in school and keep to the left.*
- *Let people pass, and hold doors open for others.*



Respect other people's space and property.

- *Care for playground and classroom equipment.*
- *Put rubbish in the bin.*
- *Allow others room to play or work.*
- *Play carefully.*
- *Keep cloakrooms and corridors tidy.*
- *Tell a grown up if you break or lose something.*



Wear school uniform and look neat and tidy.

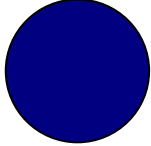
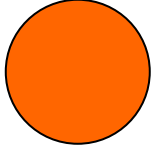
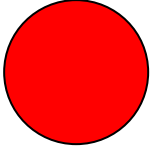
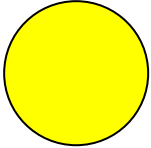
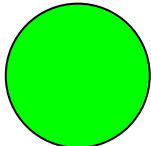
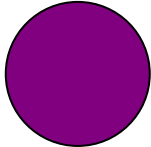
- *Wear black school shoes.*
- *Leave your jewellery, nail varnish and make up at home.*
- *Wear PE kit and always have it in school.*
- *Tuck your shirt in and wear your tie.*



ASCENT

HILL VIEW SCHOOL RULES

These are the School Rules; -

 Good looking	We look after our school inside and out.
 Good listening	We listen carefully.
 Good thinking	We are polite, kind and helpful.
 Kind words	We talk quietly in class.
 Kind hands and feet	We walk quietly in school.
 Working hard	We always try our best.

The school rules apply at all times during the school day. The child will be reminded of the rules and asked to think about how they can change their behaviour.

The key phrases will be used to discuss a child's behaviour. The simple statements are discussed in all year groups developed with the children in each class by the teacher to ensure an age appropriate interpretation of each statement.

BEHAVIOUR IS A CHOICE

We all make choices about how to behave. We want children to make good choices and understand that choices they make have consequences for themselves and others.



We want children to become self-disciplined, not to just behave because an adult is present. We believe that making mistakes is an opportunity to learn and if a child breaks one of the school rules, we ask them to think about the choice they have made and consider this statement:

I will learn from my mistakes and change my behaviour.

What will I do differently next time?



We use rewards to encourage and reinforce good choices. We have a hierarchy of sanctions, which are the negative consequences of children making a poor choice about how to behave.

REWARDS

We strive to notice and reward children who are behaving well. Children thrive on praise and so we frequently make positive comments as this motivates them and raises their self-esteem.

Children who follow our ethos values, school expectations, school rules and behave appropriately will be rewarded. We have a whole school system in place to reward children.

Good behaviour is rewarded in a variety of ways. The children can be rewarded by being given

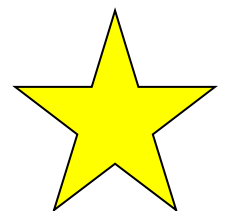
- a smile,
- being told "thank you for",
- a sticker,
- a gold star,
- have their name moved to the Superstar board in the classroom,
- a note is sent home
- a '100 square' reward point
- a certificate.
- a responsibility for the class or school.

'100 SQUARE' CLASS REWARD POINTS

Children collect reward points for their class '100 square'. The teacher negotiates a reward with the class prior to collecting points e.g. an extra 15 minutes' playtime, investigation time or watching a 15-minute video. The '100 square and negotiated reward is displayed in the classroom. The child's House team colour is used to record the point.

GOLD STAR

If a child has not been put on a Red traffic light for a whole week (5 days), they will receive a gold star sticker to say a big well done for their good behaviour. Gold stars will be given out at the end of every Wednesday.



SUPERSTARS

Children who consistently manage their behaviour well may have their name moved to the Superstar board in their classroom.

The school leaders monitor behaviour regularly. All children who have gained all of all their Gold Stars (have chosen not to have their name on the red traffic light) for a half at term, receive an additional 15 minutes' play at the end or the beginning of each, half term.

WIZARD LEARNER CERTIFICATE

One child per class is nominated to receive a Wizard certificate each week. Wizard certificates reward: positive learning behaviour, attitude, effort, progress or achievement in their learning, or who are very good role models for one of the school learning values.



The certificates are given out during Friday whole school assembly. After Wizard assembly, the children display their photographs on the Wizard Learner board for all to see for a few weeks. Their names will be published in the school newsletter.

'ASCENT' AWARD

The ASCENT award is a prestigious status. Only one child per year group is nominated to receive the ASCENT award each half term. A citation is read out in the 'ASCENT' whole school assembly. The previous winner presents the 'ASCENT' award and a member of the School Leadership Team presents each child with 'Star' badge.



After assembly, the children have their photographs taken. Their photographs are displayed and citation added to the 'ASCENT' book, which is displayed by the awards. The child takes home the award to share with their parents. Their names are published in the school newsletter and the Head teacher sends a copy of the citation home to their parents in the form of a certificate.

RESPONSIBILTY

Children may also be considered for an additional whole school responsibility:

- Ambassador - Year 6
- Early Morning and lunchtime monitors
- School responsibility
- Playground Leader
- Sports Leader
- Librarian
- Classroom monitor
- Sports Leader
- Play Leader

YEAR GROUP REWARDS

Each year group and class also have systems in place to reward good behaviour e.g. collection of tokens and stickers.

SMILE and ADDER BADGES

Adder badges are presented to children who have learnt and can quickly recall their number bonds to 20. Smile badges are presented to children who have learnt and can quickly recall their times tables.

Adder and Smile badges are presented in Wizard assembly and children's names are published each half term in the school newsletter.

ATTENDANCE

Attendance certificates are presented each term for those children who have achieved 100% attendance. At the beginning, of each academic year children who have achieved 100% attendance for the whole of the academic year are presented with a certificate and their names are published in the school newsletter.

Three attendance cups (year 5/6, years 3/4 and years R/1 and 2) are presented each week to the class with the best attendance.



UNACCEPTABLE BEHAVIOUR

Despite focusing on positive behaviour, we recognise that some children will choose not to follow our school rules. Sanctions are used in a balanced way and will focus on the act not the child. Children will be helped to understand why their behaviour is not acceptable.

TRAFFIC LIGHT SYSTEM

This is what happens when children choose to not to follow a school rule. We use traffic light colours to encourage children to make a positive choice in their behaviours and to indicate our disappointment. Children who have chosen to break a rule have their name moved on to a different colour. Children who choose this route follow our daily sanctions procedure.

POSITIVE PRAISE CARDS

On occasions, children get into a negative cycle of behaviour. Class teachers or a member of the School Leadership Team may use a sticker chart with a particular target to break the negative cycle.

REPORT CARD

Children are persistently on the red traffic light will be put on report for two weeks to monitor their behaviour more closely. Specific targets are set and the child must report daily to a member of the School Leadership Team who will monitor their progress. The report card is sent home for the parents to check and comment.

INTERNAL EXCLUSION (up to 5 days)

The Head teacher, Deputy or Assistant Head teacher may use internal exclusion for serious incidents. Internal exclusion can last for one session including break, a whole morning session including break, whole morning session including break and lunchtime or whole day sessions, depending on the severity of the behaviour.

- Work is set by the class teacher.
- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.
- Parents/ carers informed.

THE DAILY SANCTIONS PROCEDURE



My name will start each session on the green traffic light. This is what happens if I **choose** to break the school or class rules.

1. I will be reminded of the rule but my name will remain on the green traffic light.
2. I will be given a warning and my name will be moved onto the next stage - orange traffic light.
3. My name will be moved to the final stage - red traffic light. A red dot will be recorded on the class behaviour record. The teacher will talk to me at playtime, lunchtime or at the end of school.

- ❖ *I may need 5 minutes' reflection time in a safe place in my classroom, just outside the door or in another class.*
- ❖ *Any learning that I miss will have to be made up in my own time - playtime or at home.*

After playtime, lunchtime or at the end of the day my name **will be moved back** to the green face.

4. If I choose to get **3** red traffic lights in one day, my teacher will speak to my parents at the end of the day.
5. If I choose to get **5** red traffic lights in a week this is **serious**, my teacher will meet with my parents and agree how they can give me help in making the right choices in school.
6. If I choose **not to change** my behaviour, and it stops my teacher teaching or stops my class from learning this is a **very serious** matter. I will be placed on a report card or behaviour plan by a school leader and my parents will be involved every day.
7. If my behaviour disrupts learning or I behave dangerously, am verbally or physically abusive, threatening, damage school property, hurt people or leave the school site this is an **extremely serious** matter and I will be internally excluded from the classroom or excluded from school.

Our Code for a happy, safe playground.

- Good thinking - Play safely on the playground.
- Good listening - doing as adults ask straight away.
- Good looking - watching out for others when we play.
- Kind words - being polite and kind.
- Kind hands and feet - playing good games together.
- Working hard together - sharing and looking after the equipment.

If you **choose** not to follow our rules the following sanctions will apply:

REMINDER of playground rule.

WARNING - time out holding adults hand for 5 minutes, sitting on the reflection bench.

OFF THE PLAYGROUND - straight into school. Sit in the library or by the staffroom. The adult on duty will monitor my behaviour.

If I choose not to follow an adult's warning or request to leave the playground, I will not be chased but I will miss the whole of my following playtime.

PLAYGROUND REPORT

If I am unable to follow the playground rules on a daily basis, I will be given a report card for two weeks, which will be checked after each playtime by my class teacher.



REMEMBER
You can say,
"Please will you stop,"
when people are not trying to
keep our code of playground behaviour.



EXCLUSION FROM THE SCHOOL (fixed short term or permanent)

The Headteacher or Deputy Headteacher may exclude a child from school for a fixed period or permanently for a serious breach of behaviour expectations e.g.: violence towards another child or adult, persistent disruptive behaviour or destruction of property. Exclusion is never taken lightly. Following a period of exclusion, a re-integration meeting is held the child is put on report or may attend school part time initially. In some cases, the school with the parents may consider a managed move to another school so that the child may have a fresh start.

ANTI-BULLYING

We have worked hard to eradicate bullying and behaviour that is seen as bullying, and are proud to say that it is rarely seen at Hill View Primary School. Please read our no-tolerance anti-bullying policy on the school website to read about how we identify and deal with bullying if it does occur. If you have any concerns regarding bullying, please contact the class teacher or a member of the School Leadership Team.

BEHAVIOUR OUTSIDE THE CLASSROOM

Unacceptable behaviour outside the classroom will be dealt with by any member of staff who witnesses it. Unacceptable behaviour may result in a loss of break and/or lunchtime or in internal exclusion. If at break time or at lunchtime, the child will be directed into the school where they will have time to do 'Good Thinking', reflect on the consequences of their action, and receive guidance on how to make a positive choice in the future.

BEHAVIOUR OUTSIDE OF SCHOOL

If it is brought to the attention of the school that a child is behaving inappropriately on their way home or to school, the individual will be spoken to and an appropriate sanction taken. The child's parents will be informed of the incident and action taken.

SPECIAL EDUCATIONAL NEEDS

The school acknowledges that a small minority of children may need support to help them manage their behaviour. This may be especially true of children with special educational needs. Children who need extra support with their behaviour will have individual plans and work towards receiving the same kind of rewards as other children.

INDIVIDUAL BEHAVIOUR MANAGEMENT PLANS (IBMP)

For pupils with social, emotional and mental health needs which may impact on their behaviour an Individual Behaviour Management plan (IBMP) will be written to identify the pupil's needs and support provided to ensure good outcomes. A referral may be made in consultation with parents/ carers to for external support.

