

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

Aspire

- Challenge yourself
- Get on with your work straight away.
- Be ready to volunteer.
- Wear school the correct school uniform and look neat and tidy.



Success

- Try your best.
- Take pride in your achievements and those of others.
- Persevere.
- Engage in your learning and the world around you.



Community

- Stop and listen immediately, when asked to do so, following instructions when asked to do something.
- Move around the school quietly and carefully and 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.



Excellence

- Respect other people's space and property, care for your playground, classroom, cloakrooms and corridors.
- Care for playground and classroom equipment.
- Allow others room to play or work.
- Play carefully.



Nurture

- Be polite, caring and considerate to everyone.
- Be courteous, considerate and caring.
- Say 'please and thank you' to everyone.
- Allow others to get on with their work.



Trust

- Show respect to yourself and those around you
- Act responsibly, fairly and with integrity.
- Be friendly, forgiving and helpful.
- Remember to knock on doors and wait until asked to enter the room.



ASCENT

HILL VIEW SCHOOL RULES

These are the School Rules; -

 Good looking	We are focused in class and show we are ready to learn.
 Good listening	We listen carefully and pay attention to those talking.
 Good thinking	We think about others and do our best to make the right choices.
 Kind words	We are polite, kind and help others.
 Kind hands and feet	We keep our hands and feet to ourselves and show respect to others.
 Working hard	We always try our best and persevere with everything we do.

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.

EMOTION COACHING

Emotion Coaching is an approach that focuses on the development of emotional regulation through supportive relationships.

Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of connection.

Step 1

- **Recognising the child's feelings and empathising with them.**

Step 2

- **Label the feelings and validating them**

(validating = let the child know why they might be feeling like this and that this is okay)

Step 3

- **Set limits on the behaviour (if needed)**

Step 4

- **Problem-solve with the child**

Step 1 and 2

We recognise the child's feeling and empathise with these feeling and not the behaviour, which helps to acknowledge the feeling with them. We verbalise and label the feeling with the child, which validates to the child why they might be feeling that way and that it is ok to feel that way. We use the 5 point scale that all feelings link to, this supports the children to identify how their feeling links to an emotion. We acknowledge that the adult needs to make a connection with the child before any correction can occur. This is key to this first stage.

Step 3

We then set limits on the behaviour, discussing that although it is ok to feel a particular way it is not ok to then.....

We believe that there needs to be rapport between the child and adult before any reason can be unpicked and discussed. This is crucial to this stage.

Step 4

We would then aim to problem solve with the child supporting them to identify how to make the situation better, identifying what needs to happen as a result. This aims to empower the child to do something positive about their behaviour and supports them to self regulate if faced with a similar situation in the future. The more exploration and modelling of emotional problem solving a child receives the more empowered they become in identifying their own feelings and emotional regulation.

To help children learn to understand how a feeling relates to an emotion, children are encouraged to reflect on which point they are in using the 5 point scale.

5 POINT SCALE

It is not uncommon for some individuals to have problems with understanding how their behaviour affects themselves and others. In addition, they frequently battle with anxiety and have difficulty regulating their emotions and stress levels.

As a result, they repeatedly struggle in social situations. The behavioural support known as the Incredible 5-Point Scale, created by Kari Dunn Buron and Mitzi Curtis (2003), provides a visual representation of social behaviours, emotions, and abstract ideas. It is a simple scale used to teach social understanding. Kari stresses that "the scale is about breaking social and emotional concepts into 5 parts. It is a teaching tool."

The Incredible 5-Point Scale simplifies behaviours by assigning them a number and /or colour. A scale is created for a specific individual or group of individuals and tailored for a specific situation or behaviour.

The Incredible 5-Point Scale can be applied prior to, during, or after an event or situation. As a proactive behavioural support, it can be employed

prior to an event to remind an individual of behaviour that is and is not acceptable for the event. During a situation, the support can provide a visual reminder of the individual's behaviour at that specific point in time. Finally, after a situation, it can serve as an evaluation tool.



Regulation Station

A regulation station is a base within the classroom or suitable place in the school, that children and young people can access when they become overwhelmed and dysregulated, to help them calm.

The station should contain resources and materials to support pupils to identify and describe their feelings e.g. 5 point scale, faces, writing materials, as well as resources and materials for calming e.g. colouring, creative activities', sensory tools. The station can be supported by adults or peers as appropriate.

Use of the station should help raise awareness of the need to self-regulate, and promote the development of independence in identifying coping strategies.

RELATIONSHIPS

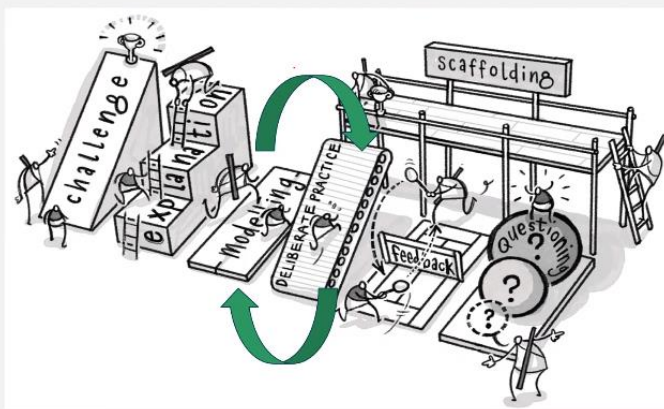
All staff are responsible for adhering to positive practice that promotes a pupil's ability to engage in, and access their learning. This is based on the understanding that pupil's best achieve, develop and reach their true potential when staff are fair, flexible, trustworthy, respectful and model positive relationships.

'The ability to form meaningful relationships is fundamental to mental health and happiness. It's the quality of contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others' (TISUK 2019)

'Just one emotionally available adult in school, community or home can make all the difference.' (TISUK 2019)

As a school, we use a PACE approach to enable all adults to relate to the children in the school, to teach them to regulate or enable them to self-regulate and to then reflect on choices made.

Making every lesson count: *Model, practice, model, practice*



'Relationships are the vehicles for social and emotional growth.'

David Taransaud

We want children to become self-disciplined and able to self-regulate to manage their choices, 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
- a "thank you for"
- a sticker
- a dojo
- a note sent home
- a '100 square' reward point
- a certificate
- name on the recognition board or superstar board
- 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.

SUPERSTARS

Children who consistently manage their behaviour and demonstrate the School's ASCENT values (ASPIRE, SUCCESS, COMMUNITY, EXCELLENCE, NURTURE, TRUST) well may have their name moved to the Superstar or recognition board in their classroom.

The Operational Leaders and Assistant Head Teacher monitor behaviour regularly.

All children who have demonstrated those ASCENT values and good behaviour (have chosen not to have their name on the red traffic light) for a half term, receive an additional 15 minutes play at the end or the beginning of each half term, ASCENT time.

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 and indicate children who are very good role models for one of the School learning values.



The certificates are usually given out during Friday whole school assembly. After Wizard assembly, the children display a copy of their Wizard certificate on the recognition/superstar board. 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 a '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.

RESPONSIBILITY

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
- 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 the 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

Staff take a positive approach initially:

- Give a smile and a reminder to engage. Provide private verbal encouragement quietly to the child.
- Put yourself in the child's shoes; would you want to engage? Can the child actually access the task/learning? How can the learning be adapted for him/her? Does s/he need any further resources? Does s/he just need some adult help? Staff should consider and address these things.
- Consider whether there is anything else that may be worrying/upsetting the child. Does s/he need a walk and a talk with someone?

Class staff to talk to TAs/ SLT to see if they are aware of any family issues that have occurred today/recently.

- Give the child a job to allow them some space.
- Ensure someone helps the child catch up with any learning points later, so s/he is not starting at a point behind peers with any further learning. Use the emotion coaching script/PACE approach and 5 point scale- which all staff should have available to them.

Allow children to have time in a regulation station.

Above all, staff must always ensure that learning is motivating and accessible and that nothing else has happened to cause the child to behave in this way. Learning may need to be adapted or support provided. An upset child may need a walk and a chat with an adult, reassurance through working near the teacher or beside a friend, or a promise that an adult will find time for them at a specified time.

- Verbal or visual reminder given to re-engage in learning.
- A reminder of positive praise that the child received for something specific in the past and how that made him/her feel.
- An invitation to work in a quiet area of the classroom
- An invitation to work in another classroom/space in the school (taking work and in the care of another adult). Explain to the child that because they are disturbing the learning of others as well as themselves, they are invited to learn somewhere else where they may be able to concentrate better and also others won't be interrupted (protective action).
- Use limited choice "Where shall we work, here or in the library? / I'm getting a drink, do you want water or squash?" If this is unsuccessful, staff can rephrase, "That's ok, you can sit there while I read the story, but I will need to make sure you've understood what happened in the story a bit later".
- Use language that disempowers the behaviour, "You can listen from there". If a behaviour is not dangerous, staff can choose to ignore it.

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.
- There is 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. This will be recorded on Arbor. 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 the operational leader for the year group and my parents to 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 have to spend time with the Year Leader, the Year Leader may place me on a report card or behaviour plan and they will work with the Assistant SENDCo/behaviour mentor and my class teacher. 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 staff room. The behaviour mentor 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 with the behaviour mentor.

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 Head Teacher or Deputy Head Teacher 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 learn 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. They may need additional support provided by the learning/behaviour mentor.

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.

