

Hill Top Academy



'Every child, Every chance, Every day!'

Positive Relationship and Behaviour Policy

HILL TOP ACADEMY

DATED: SEPTEMBER 2015

(REVIEWED: ANNUALLY)

COMPILED BY: MRS M HODGSON – VICE PRINCIPAL

REVIEWED SEPTEMBER 2021

TO BE REVIEWED SEPTEMBER 2022

Rationale

“Fairness is not about treating everyone the same”

At Hill Top Academy we embrace the rights of all members within our community to learn and play in a safe, supportive and stimulating environment. As an academy, we encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

All members of our community are fully committed to work together to establish a positive ethos and promote effective learning within an environment where all children and young people can stay safe, enjoy and achieve, be healthy, make a positive contribution and achieve future economic wellbeing.

We acknowledge that knowing and understanding children, their differences and similarities must remain at the heart of our behaviour practices.

All members of our community are supported to acknowledge and respect cultural, emotional, social and spiritual differences. Children are treated sensitively within an atmosphere of mutual respect and tolerance.

All members of our community must always aim to be good role models. Throughout school life we are seeking to develop positive attitudes, raise the self-esteem of all children and establish school and education as being of value. It is hoped that this will be achieved through a range of class and school strategies that reward effort and achievement.

All members of staff accept their responsibility for establishing and teaching acceptable codes of behaviour and for the use of rewards and sanctions in line with policy.

The positive relationships and procedures have been reviewed in relation to safeguarding and child protection procedures.

Introduction:

This policy takes into account information provided in:

- Ofsted Inspecting Equalities Briefing April 2014
- Equality Act 2010
- Education Act 2011
- Education and Inspections Act 2006
- “Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and / or Autistic Spectrum Disorders” 2002
- “DOH & DFES Guidance for Restrictive Physical Interventions” July 2002
- Use of Reasonable Force Guidance July 2013 (England)
- Behaviour and Discipline in schools February 2014
- Local authority policies.

Aims

At Hill Top Academy we:

- all have the right to learn and work in a safe environment and to be treated fairly
- are all responsible for supporting the rights of others and ourselves.
- have rules to support our right to learn and work in a safe environment.
- have rewards to celebrate making the right choices and our successes.
- have Sanctions to help us to take responsibility for our actions and support us to make the right choices in future
- have a Code of Conduct by which pupils & staff demonstrate that they are responsible members of our school community and understand our expectations.
- provide an environment where everyone can Learn and Achieve
- build confidence among children and young people to show empathy and understanding
- Work with members of our school community to raise awareness and develop respect of both our own and others behaviours
- Use agreed methods of reporting and responding to incidents of inappropriate and positive behaviours.
- Identify a clear system to deal with inappropriate behaviour and refer children, when necessary for additional support.
- use data to improve the effectiveness of our positive relationships system and target resources efficiently.
- Share good practice and develop training when necessary to ensure consistency in approach and standards of expectation.
- Review the policy annually

- Ensure the voice of children & young people, parents, carers and all school staff (including volunteers) are represented in the drafting & reviewing of the school's policy

A Positive Approach to Relationship Management

- An effective relationship and behaviour management policy is one that seeks to support and lead children towards high self-esteem and self-discipline. This occurs when positive, good relationships are formed and high expectations of good behaviour are clearly set.
- We believe that self-esteem affects all thinking and behaviour and impacts on learning and achievement. We aim to provide positive everyday experiences that enable our children to reach their full potential.

Our Core Beliefs

Behaviour can change and every child can be successful.

Modelling behaviour is an effective way to teach children how to behave

Positive support is more likely to change behaviour than controlling and punishing.

Positive systems for rewarding good behaviour will increase children's self-esteem and in turn help children achieve.

An acute awareness of every individual child's needs and circumstances helps us act fairly.

We support children in acquiring and practicing self-discipline and the necessary skills to enable them to make the right choices in their actions.

Reinforcing good behaviour helps our children feel good about themselves (Every Child, Every Chance, Every Day!)

Our Code of Conduct

Our expectations are that adults and children will:

- listen to each other
- care for all people and treat them with respect and politeness
- disagree without losing their tempers
- care for their surroundings and belongings of all
- ensure that other people are not put at risk by their actions
- respect other peoples' views
- care for other peoples' property

In the classroom we expect children will:

- Follow our Golden Rules
- Be polite and respectful to everyone, using your manners towards adults and children.
- get on with their work responsibly and complete the work to the best of their ability
- Keep all classrooms tidy.
- Share and use materials sensibly returning them to the appropriate place
- Follow the classroom rules.
- Let others get on with their work
- listen to, and follow instructions
- raise hands to participate at appropriate times
- help and support your friends.
- Do not distract others from learning.
- Be part of a team.
- Be a role-model to other children.

In the Corridors and Shared Areas:

All school staff will ensure that they take responsibility for behaviour on the corridors.

- Respect other classes when moving to a different area in school.
- All members of the school will show good manners around school and address each other politely on the corridors.
- Walk sensibly on the left and quietly throughout school.
- Hold doors open for adults, visitors and other children.
- Keep shared areas & corridors tidy.

In the playground we expect children will:

- Be kind and friendly.
- Share.
- All children and staff to use appropriate language.

- Keep your hands and feet to yourself.
- Play sensibly and not put others at risk by selfish actions.
- Put all equipment away carefully in the correct place.
- Football to be played sensibly – No falling out
- Apologise if you need to.
- look after property of the school and other children
- All children will need a Toilet/First Aid pass to come into school collected from the class teacher on duty or senior midday supervisor – Mrs Hayes.
- Solve problems together.
- Disagreements must be solved without losing your temper, go through questioning to help to find a solution without resorting to aggression / physical violence.

Lining up at the end of playtimes & lunchtime:

- Two whistles will be blown at the end of playtime and lunchtime breaks.
- On the first whistle everyone will stop and stand still. All football games will be stopped and all equipment held. Staff will wait until all children are still before proceeding.
- On the second whistle all children **walk** to their lines.

Responsibilities of Staff

All members are expected to model our school ethos in their interactions with children and with other staff. We know that self-image is formed largely by how children feel they are perceived by adults and children with significance in their lives. All staff, children and visitors are expected to treat each other with respect. By doing this a calm environment is created, a place where children can feel safe, learning takes place and good behaviour is promoted. Staff should have high standards of expectations in terms of learning and behaviour. All staff are responsible for ensuring the school's behaviour policy and procedures are fully implemented.

Rewards and Consequences Overview:

Within School we have a range of options and rewards in place to reinforce and praise good behaviour with clear sanctions for those who do not comply with the school's behaviour policy. These are proportionate and fair responses that may vary according to the age of our pupils, and any other special circumstances that affect the pupil. We aim to develop an ethos where there is a healthy balance between rewards and logical consequences with both being clearly understood by all children and staff. Children should learn to expect fair and consistent consequences for inappropriate behaviours which are linked to the behaviour. Logical consequences are designed to teach children more appropriate behaviours. All systems are flexible and take into account individual circumstances. At the beginning of each year staff discuss expectations, reward systems and class contracts with children. The emphasis of this policy is on positive praise and reward, which should be given wherever possible for both learning and behaviour.

Included in this policy is clear guidance, strategies and positive relationship management techniques (see next page). All class teachers should follow school's procedures and policy using the Post Incident Learning approach (PIL). For some children individual plans detailing rewards and sanctions may be necessary.

Rewards:

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated.

Rewards may include:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- Smiley faces
- Stickers and stamps
- Certificates
- Sending good work to other staff members for reward or praise
- Special responsibility jobs
- Special privileges (e.g. Reward time choices)
- Positive phone call home
- Whole Class voted rewards
- Student of the Week certificates
- Praise postcard/wrist bands – Principal

- Golden time weekly for all classes At least 30 minutes on each Friday.
- Half-termly rewards assemblies linked to our Academy's specific learning behaviours are a chance to celebrate excellent learning and excellent behaviours. Medals, books and certificates are presented.
- A Recognition board is on display in each classroom.

Recognition Boards

In each classroom there is a Recognition board displayed. The aim is for children to be placed on the recognition board for following specific behaviours within class. Above and Beyond terminology is used in conjunction with the behaviour and children are recognised for following specific rules.

An opportunity for key pupils to meet with the Principal for Hot Chocolate Friday is also an incentive and wonderful opportunity for recognition.

School Trips and Events:

Trips and school events are classed as privileges in school. If a child chooses not to follow rules and routines in school, then they are choosing not to take part in school events and trips based on health & safety grounds and trust. Children have to learn this skill as it is a skill for life. At school we promote this ethos so children understand that behaviour is about their own choices and that others are not responsible for this. This sanction is only incurred when others have not been successful in changing a child's behaviour.

Parents will always be informed of the decision and that this will be made by the Principal or a Senior Member of Staff.

Support using the Restorative Practice and De-escalation Approaches:

The procedures outlined in the following section are to help deal effectively with inappropriate behaviour. All class teachers are responsible for maintaining the high standards of behaviour in school. If a child exhibits inappropriate behaviour, staff should initially ask a child what has happened. It may be necessary to employ a number of sanctions to enforce the Positive Relationships Rules, and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation.

Affective Questioning Technique – encouraging children to talk through an issue that has caused conflict leading to children with support developing possible solutions and strategies.

1. What has happened?
2. Who has been affected?
3. How can we help everyone involved to come to a solution?
4. How can everyone do things differently in the future?

Consequences:

This policy is designed to empower both teaching and support staff in our mutual desire to create a safe, fair, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these over-riding rules:

Be calm – Children should be dealt with calmly, firmly but fairly referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a sanction that should “fit” the offence and be linked to the behaviour. Logical Consequences should be designed to teach pupils at Hill Top more appropriate behaviours

Fresh Start – although persistent or serious mis-behaviour needs recording, every child must feel that every day is a fresh start.

Unacceptable Behaviour Includes:

- Disobedience
- Biting, spitting, hitting and kicking
- Foul language and swearing
- Making unkind remarks or Racist/Homophobic comments.
- Damaging property
- Answering back, rudeness or aggression to adults
- Stealing
- Walking away from members of staff
- Being rude to members of staff

- Truancy
- Forming gangs and bullying

Temper tantrums and physical disputes must be dealt with and pupils restrained if necessary (see Additional Guidelines) Pupils will be removed from class to avoid disrupting the learning of other pupils.

Under no circumstances is violence tolerated towards a member of staff.

Each class will follow the school based reminders when the appropriate behaviour is not displayed by children. Personalised provision (where necessary) along with personal behaviour plans done with key staff for pupils who may persistently show high level concerns, ensure support is put in place. Every child starts each day being greeted into school by staff at the gate and classroom door. Every day is a fresh start and every lesson. If staff note a child is showing signs of worry, struggling to separate from carers or any inappropriate behaviours a 1-1 feeling session, in the Star room, will be done to address any concerns and initiate appropriate support for the child that day/lesson.

School based reminders/warnings and logical consequences:

| Level 1 – Discreet (Verbal Warning) | Level 2 – Reminder (Yellow Card) | Level 3 – Second Reminder (Red Card) | Level 4 – Additional Support |
|---|---|--|---|
| Warning/support Glance from staff, hand signals or encouragement for low level behaviour.  | Child spoken to, given a learning target, reminder to show good behaviour, turn it around.  | Child reminded positively to get back on track. Final warning. Children to discuss behaviour with class teacher during a break/lunchtime – enforcement of sanction.  | Child offered time out of class, if appropriate, additional staff to support if necessary to reduce disruption to learning. Phase Leader Intervention – Use of Support Files within phases.  |

For children who have individual and personalised behaviour plans: These need to be adhered to by all members of staff.

Support Files

Each phase has been allocated with a Support for Behaviours file. Within this file there are worksheets from the website behaviour online. These activities are to be used with the child so that they can identify their inappropriate behaviour and prevent the behaviour from happening again. Phase leaders are responsible for ensuring that the child completes this work and that children are reflective of their chosen behaviours.

When poor behaviour is identified, sanctions are implemented consistently and fairly in line with the behaviour policy. We have a range of disciplinary measures clearly communicated to school staff, pupils and parents.

Consequence Stages

| | Foundation/KS1 | KS2 |
|---|--|---|
| 1-Low level behaviour: unfocused, not following initial instructions, push in line. | Time target, differentiation check, verbal target, complete work for 5 mins at break. | Time target, differentiation check, verbal target, complete missed work at break and go out if possible once done. |
| 2-refusal to work/follow instructions | Level reminders to be followed, check on reasons why? Instigate/Refer to personal plans if persistent. Work to be supported initially and some attempt at catching it up at break. | Level reminders to be followed, check on reasons why? Instigate/Refer to personal plans if persistent. Work to be supported initially with a clear instruction. If it is not completed it will be done at break time. |
| 3-disruptive behaviour in class or hit out at pupil | Level reminders to be followed, check on reasons why? Follow personal plan, instigate level 4 where necessary. SLMT to ensure parents informed, post incident learning completed, plans amended. Hourly monitoring of work if necessary. Hitting –reminders by staff on rules, post incident learning and 5 mins holding hand at playtime. | Level reminders to be followed, check on reasons why? Follow personal plan, instigate level 4 where necessary. SLMT to ensure parents informed, post incident learning completed, plans amended. Hourly monitoring of work if necessary. Hitting –reminders by staff on rules, post incident learning to be completed with child. -adult to revisit to incident (once child is calm) to model, applying the suggested strategies |
| 4-persistent disruptive behaviour in class | Level reminders to be followed, check on reasons why? Follow personal plan, instigate level 4 where necessary. SLMT to ensure parents informed, post incident learning completed, plans amended. Hourly monitoring of work if necessary. Hitting –reminders by staff on rules, post incident learning and 5 mins holding hand at playtime. | Level reminders to be followed, check on reasons why? Follow personal plan, instigate level 4 where necessary. SLMT to ensure parents informed, post incident learning completed, plans amended. Hourly monitoring of work if necessary. Hitting –reminders by staff on rules, post incident learning to be completed with child. -adult to revisit to incident (once child is calm) to model, applying the suggested strategies |
| 5 -damage to property, persistent verbal abuse to peers/staff, deliberate violence to peers/staff. | SLMT removal from class, level 4 immediate support. Time out. Parent/carer contacted to come into school. Property damage to be assessed, parents shown, logical consequence e.g. tidy up, support repair/replacement. Verbal abuse reinforce expectation, possible apology, letter, high monitoring. Deliberate/targeted violent assault Post incident learning, Behaviour plan reviewed Multi agency support/meetings. Exclusion if severe or repeated. | SLMT removal from class, level 4 immediate support. Time out. Parent/carer contacted to come into school. Property damage to be assessed, parents shown, logical consequence e.g. tidy up, support repair/replacement. Verbal abuse reinforce expectation, possible apology, letter, high monitoring. Deliberate/targeted violent assault Post incident learning, Behaviour plan reviewed Multi agency support/meetings. Exclusion if severe or repeated. Seclusion – safe and support learning area monitored and reviewed weekly with parents/staff. Personalised timetable –short learning focus alongside Emotional/Communication support. |

As part of de-escalating children's behaviour every child is greeted into school. This helps staff to identify any environmental issues or individual worries. School will put appropriate support in place to ensure the child has a successful day in school. This ensures the child feels supported to manage their emotions and feelings and reduces the likelihood of behaviour escalating.

Stage 5

Fixed term exclusion from school

1 day

2 days

3 days

4 days

5 days up to 15 days

Violent Conduct:

Some behaviour is regarded as totally unacceptable such as physical violence and bringing offensive weapons into school or making objects into weapons with the intent to cause harm to others. The health and safety of all children and staff is paramount. High level violent acts by a child towards other children or staff will result in fixed term exclusion. (1-5 days) Any child bringing in an offensive weapon into school, such as a knife or when a child breaks equipment or makes a weapon with the intent to cause harm to others will be excluded. (Up to 15 days) Damage to property has to be put right by the child wherever possible. In the circumstances of extreme damage parents/carers will be contacted, shown the level of damage and may be asked to contribute or pay for the damage. Before a possible reintegration meeting can take place a clear plan must be developed with advice and support from multi agency teams sought. This will be used alongside Doncaster's Behaviour Threshold documentation to put into place a specific behaviour support plan, an individualised risk assessment and support package carefully considering whether the child, other children and staff can be kept safe. The plan and package of support will be reviewed regularly and after any high level incidents with members of the school's inclusion team.

Extreme violent conduct

This stage could be deemed appropriate for school for permanent exclusion.

Stage 5: Fixed-term and permanent exclusions:

Only the Principal (or the acting Principal) has the power to exclude a child from school. The Principal may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a child permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

A child can be excluded for the following: Acts of violence towards other children or staff. Bringing an offensive weapon to school or breaking equipment and using this as a weapon with intent to harm others. If the Principal excludes a child, they inform the parents/carers immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Principal informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school. Any exclusion of more than 15 days in any term results in a Governors Disciplinary Committee Meeting.

Permanent Exclusion

The Principal may wish to permanently exclude a child. The Governing Body will meet to review this decision. Parents/carers may appeal against a permanent exclusion in accordance with Local Authority procedures.

Children can be permanently excluded for:
Acts of violence towards other children or staff.

Bringing an offensive weapon to school or breaking equipment and using this as a weapon with intent to harm others.

Managed Moves

If a child is not able to accept the support given consistently then it may be more appropriate to hold an emergency review meeting or professionals meeting to request a change of school/placement. It may be necessary to involve other agencies and the Local Authority.

The use of physical restrictive handling to support children:

At Hilltop Academy we believe that pupils need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small minority of pupils the use of positive physical intervention may be needed, and, on such occasions, acceptable forms of intervention will be used. The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils.

All the school staff need to feel able to manage inappropriate risk and behaviour, and to have an understanding of what and how challenging behaviours might be communicated. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

Central to this policy is the understanding that any Physical Intervention used by staff should be in accordance with the idea of "Reasonable Force" and used only as a last resort once all other strategies have been exhausted.

There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent. It is essential that any discussion of Physical intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique. 95% of the time there will be no need for physical intervention and other methods can be used.

Key inclusion staff and the Vice Principal Teachers have been trained by Dynamis who are DfE recognised providers.

Dynamis reiterates school's philosophy that the use of physical restrictive handling techniques should only be used as a last resort. Hilltop is committed to ensuring that staff deal professionally with all incidents involving aggressive behaviour and only use physical handling as a last resort. Prior to this, every strategy will be used to de-escalate the situation. Children who require physical handling must be treated with respect and handled according to Dynamis guidelines to ensure minimal risk to injury.

Definition of 'restrictive physical intervention'

The Law allows for teachers and other persons authorised by the Head teacher to use Restrictive Physical Intervention to prevent a pupil from doing or continuing to do any of the following: -

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour that is prejudicial to maintain the good order and discipline at the school

"Restrictive Physical Intervention" is the term used to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Principal has to, in specific circumstances, use "reasonable force" to control or restrain pupils. There is no legal definition of "reasonable force". However, there are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of an incident make it necessary to intervene.
- the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

Staff must understand and follow school procedures by listening and observing the child whilst attempting to keep calm and supportive. This is important especially when facing challenging behaviour.

In this situation the member of staff should not move into the child's personal space and use the school agreed phrase with the child:

'NAME OF CHILD, 'I'm here to help, talk and I'll listen'.

Staff reacting in a positive way determines the experience for the child. Staff should all use three questions:

- 1) What happened?
- 2) How did it make you feel?
- 3) What can you do next time you feel that way?

Sometimes a member of staff comments, physical presence or facial expressions can trigger further confrontation. In this situation the staff member should change and let another member of staff de-escalate the situation.

A child's behaviour may also be adversely affected by an audience e.g. other children or too many staff members. In this situation children should be moved to a safe area and staff asked to support the larger group.

It may be necessary for the staff member to escort the child to a quiet safe space in order to try to de-escalate the situation.

All staff must understand the importance of responding to the emotions and feelings of the child which lie beneath the behaviours being exhibited.

Staff should only use restrictive handle a child if the child is:

- Injuring themselves or others.
- Assaulting another child or staff member.
- Engaged in deliberate damage or vandalism to property.
- Engaged in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its children, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

A member of staff who recognises that the behaviour is beginning to escalate towards a point where positive handling may be needed must seek assistance from another member of staff. A member of staff who see a child's behaviour may require positive handling by a member of staff has a responsibility to offer support and assistance.

The Principal or Inclusion Manager should be called to support any incident where positive handling is required to support a child.

Staff should explain to the child being physically handled the reason why they need that level of support to keep them and other children safe in a calm voice. Staff must explain to the child that as soon as he/she calms down the physical handling will stop.

When the use of restrictive physical interventions may be appropriate in Hilltop Academy

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical management may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

The safety and well being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

Who may use restrictive physical intervention in Hilltop Academy

The following staff (as well as the teachers employed at the school) are authorised by the Head teacher to have control of pupils, and must be aware of this Policy and its implications.

We take the view that staff should not be expected to put themselves in danger, and that removing pupils and themselves is the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

Names of authorised staff

| Name | Position within school | Date of Training |
|-----------|------------------------|------------------|
| M Hodgson | Vice Principal | September 2021 |
| N Clark | Vice Principal | September 2021 |
| E Mee | LSA | September 2021 |
| A James | Teacher | September 2021 |
| L Jones | LSA | September 2021 |

| | | |
|------------|-------------------------|----------------|
| K Hanson | Foundation Unit manager | October 2019 |
| J Walker | Teacher | September 2021 |
| H Hancock | LSA | September 2021 |
| S Taylor | LSA | September 2021 |
| M Chilton | LSA | October 2019 |
| L Straw | LSA | October 2019 |
| V Wilcox | Teacher | October 2019 |
| S Ellender | LSA | October 2019 |
| G Woods | Teacher | October 2019 |

All incidents where restrictive Physical Intervention has been required must be recorded on Academy's Incident Forms. After any incident of this nature the child and member of staff afterwards must be checked for injury and if injured must immediately seek medical treatment from a first aider. Following this an ACRASS form must be completed and Corporate Health and Safety Team contacted for advice.

After the incident the child must be given time to calm with a two members of staff. The parent/carer must be contacted and told about the incident and if appropriate will be asked to come to collect their child.

The members of staff who dealt with the incident must be offered a short break followed by a discussion with an SLMT member to begin the analysis of the incident.

After the incident if the child is calm and able to remain in school safely, they must talk through the underlying reasons for the incident. (PIL app to be used or follow up questions on the incident form follow up actions section.

Children identified as likely to have high level incidents that may require positive physical handling will have a personal behaviour plan in place done with the child, staff and shared with parents/carers.

Complaints re the use of physical handling:

Any complaint will be made formally to the Principal.

The Principal will fully investigate the complaint and report her findings to the parents. A record of her findings will written on the designated pro-forma.

Where the parents are not satisfied they will be able to make representations to the governing body. An initial meeting with the Chair and Vice-Chair will be held. Information will be collected with a second meeting arranged with the parents to report and discuss the findings. If after this, parents are still dissatisfied with the outcome they have the right to make representations to the Chief Education Officer at Civic Centre.

Parental Involvement:

When and how do we involve parents?

Please refer to the academy Consequence stages. Parents/carers will be contacted following a child moving onto a specific sanction level. The academy has standards of behaviour which both the children and their parents are made aware of. This will ensure that everyone in school is working towards the same standards and fully understands them.

Home / School Agreement:

The academy's behaviour policy will be supported by a Home /School Agreement. All parents will be encouraged to sign the agreement. One copy will be retained by the parent, another copy in school. The agreement will be reviewed and signed. Children can only sign the Child's Declaration in their parent's presence. The parent and child's copy will be kept at home.

Working with Other agencies:

As part of the academy's inclusive ethos we will make every attempt to work with other agencies to safeguard the welfare of a child from an early stage and ensure that a child receives as much support as possible. The academy believes that often behaviour results from social and emotional issues and therefore other agencies are needed to stop the escalation of these issues. Full use will be made of such agencies as Educational Welfare, Social Services, Health Services, CAHMS, Family Support Worker (Children's Centre) and the Educational Psychological Service when appropriate.

Police

Value is placed on good relationship with the police and good liaison is encouraged. The community police support officers regularly run come into academy and attend meetings where they can support the outside issues affecting a child's behaviour.

Sharing of Information

The academy will keep up to date records of a child and ensure that in relation to the policies on safeguarding and child protection that they will in accordance with guidance on information sharing follow the correct procedures. All conversations regarding a child with a multi-agency team will be recorded on the (pink) multi agency form and kept with the child's safeguarding file separate from their other records, in accordance with Doncaster model protocol.

Care of school premises and sites:

- Everyone in the academy is responsible for the care of the school premises. Children and staff are encouraged to feel a sense of ownership for the academy and its environment.
- Staff will display children's work to a high standard.
- The building will be kept clean and tidy.
- The grounds will be kept clear of litter.
- The plants will be well maintained.

Equal Opportunities & Disability Discrimination:

All children will be treated equally and fair within the academy. There will be no discrimination regardless of age, sex, race and gender, disability, religion, belief or in line with the Equality Act 2010. The academy endeavours to make reasonable adjustments in relation to children's needs to ensure that all children are treated fairly in line with this policy – this may include improving physical environment or improving the accessibility of information to disabled pupils and their parents/carers. Staff ensure children know all issues of discrimination and prejudice including the use of derogatory language will be addressed by staff.

Monitoring of behaviour in school:

Behaviour is monitored on a half-termly basis by the Inclusion Team. A report is passed to the Inclusion Team to ensure that all children in within the academy are reviewed on an individual basis. Support programmes will be identified for children causing concern in the academy to modify inappropriate behaviour as soon as it arising. This is to prevent an escalation of the behaviour pattern. Data analysis of behaviour looks at groups including any trends e.g. class, gender, disability and ethnicity. Any incident with a concern showing harassment, oppressive behaviour, acts of discrimination it is followed up by the Senior Leadership Team and logged on the schools/Local Authority SIMs system.

Policy Review:

All procedures follow a stage system to ensure that pupils are treated in a fair manner. This system can be viewed in appendices of this document. These systems are reviewed on an annual basis or more regularly if appropriate to address any concerns/complaints. The policy is updated by the SLMT and the inclusion team. This will be presented to Governors to ensure they agree the systems of behaviour.

Date of Policy December 2018

To be reviewed September 2020, amended September 2019



Signed:

Principal

Signed:

A handwritten signature in black ink, appearing to read "D. L. Dewey". The signature is written in a cursive style with a horizontal line underneath.

Governor

Date: 25/11/2021

Hill Top Academy



Behaviour Reporting Form:

| |
|------------------------------------|
| Names of Pupils / Parents Involved |
|------------------------------------|

Date:..... Time:.....

Record of Incident:

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Hill Top Academy School

Behaviour Report Form where the use of restraint has been required

Date:

Pupil involved in incident

YR GRP: AGE:

Names of witnesses

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| Names of staff involved. | |
| What happened? What was said? What action was taken to calm the situation? What sanctions followed the incident? | |
| Were there any injuries suffered by the pupil/s, staff? Was there any damage to property? | |
| Was restraint required? Who applied it? What was the nature of this restraint? For how long was it applied? | |
| What was the pupil's response to the incident? What was the outcome? | |
| <p>What was agreed with the child?</p> <p>Was the child made aware of the consequences of further similar behaviour? What are these?</p> | |
| Were parents contacted? Who contacted them? What was said? What was their response to the incident? | |

Additional information:

Appendix 5

School Procedures for dealing with aggressive adults

The academy's Code of Conduct clearly states that adults and children will:

- Care for all people and treat them with respect and politeness
- Disagree without losing their tempers

In the event of staff having to deal with an aggressive adult, the following procedures will be adopted:

- Staff will do their best to remain calm and deal with the query but make it clear that the individual's behaviour is unacceptable and against the academy's ethos.
- Encourage the adult to discuss the query away from the main thoroughfare.
- Ensure another member of staff is present to act as witness
- If the adult becomes abusive or in any way threatens a member of staff, the member of staff should withdraw giving the adult time to regain their composure. Line of sight should be maintained. If the adult continues to be aggressive they will be asked to leave the premises. The Principal, Assistant Principals or site manager will be informed immediately.
- The adult will be escorted from the premises.
- The Principal will formally write to the adult. A copy will be sent to the Chair of Governors.
- If the adult continues to refuse to leave, the police will be called.
- Once removed from the premises it is vital that staff involved in the incident write down exactly what happened. They should base their report on what they actually saw and heard and not on third party information. This should be signed and dated. A copy should be kept by the member of staff. Copies should be given to the Principal and Chair of Governors.
- The Principal will investigate the incident and write to the adult outlining his course of action. The adult could be banned from the premises.
- The Principal will contact the legal department.

In the event of aggression between parents on the school premises, the principal will be immediately informed. She will then proceed with a similar course of action as described above.