



## Behaviour on a page – September 2018

We are a Rights Respecting School where all children learn and discover together; creating better world. Our values of Resilience, Innovation, Partnership and Excellence, modelled by staff and children alike, create a positive learning environment. This enhances academic success and develops our children's social and relationship skills that last throughout their lives.

We have three school rules at Hillcrest, also known as the **3B's-Be Safe, Be Kind, Be Respectful**.

### Celebrating Children

Our children are divided into 4 Houses – Endeavour/Discovery/Adventure and Victory. Children gain House points in the form of raffle tickets (1HP), stickers (1HP), Class Golden Tickets (2HPs), Eco Ticket (2HPS), Celebration Certificates (3HPS), Head Teacher's Stickers (3HPs). The children save these awards and have 'Star Card Time' once a week when the House Points are converted to Stars.

**3 Star Cards** = Celebration Postcard Home    **6 Star Cards** = Golden Bee Celebration Postcard Home  
**10 Star Cards** = Lucky Dip Stationery Prize    **12 Star Cards** = Hot Chocolate with the Head Teacher

### Sanctions

At Hillcrest it is expected that behaviour is impeccable. Any unwanted behaviours will be dealt with swiftly using the Pivotal Approach-RIP (Reprimand in Private) PIP (Praise in Public) philosophy.

#### **Graduated Response**

Non-verbal warning/Verbal warning/Time out in class/Yellow Slip (in another class/potential half a day internal exclusion if appropriate)/Red Slip (behaviours have been so extreme this child has been taken straight to a member of SLT/Head-potential full day internal exclusion if appropriate)  
 Playground-Grey Slip administered by any adult on duty

If a child has received a g/y/r slip, where possible, the class teacher will contact their parents that day and ask them to have an appropriate discussion with their child. Teachers will log the coloured slip on SPTO, the school's behaviour tracking system. A letter will also be sent home via the office. If the slip shows that the child's behaviour has deliberately impacted on another child, they will complete restorative practice as soon as possible.

We use restorative practice in order to create a harmonious learning environment where children are able to self-regulate their own behaviour and learning. Restorative practice is based on four key features:-

**RESPECT:** for everyone by listening to other opinions and learning to value them.

**RESPONSIBILITY:** taking responsibility for your own actions.

**REPAIR:** developing the skills within our school community we have the necessary skills to identify solutions that repair harm and ensure behaviours.

**RE-INTEGRATION:** Working through a supportive process that aims to solve the problem and allows our children to enjoy coming to school.

If it is felt by the school that a child's behaviour is not improving quickly the parents will be asked to have a meeting in order to discuss ways forward and how the school can offer support with both parties working in partnership.

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