



Promoting Positive Relationships and Supporting Behaviour Regulation Policy

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Date Policy due to be reviewed: July 2025

Committee Responsible for Policy: Full Governing Academy Trust

Section 1 – Policy Statement

This policy describes Hillcrest School's approach to safeguarding and promoting positive behaviour in the best interest of all children attending the school to ensure all students are ready, resilient and respectful learners and members of the community.

To achieve our aims to maintain a safe, happy, responsible and fair school respected by the community and to raise achievements for all, we need good behaviour and good discipline. High standards of behaviour and discipline are essential for securing an orderly learning environment and improving classroom learning and raising achievement

Our policy is based on 2 key principles:

1. Praise - leading to the issue of awards / rewards
2. Choice – instilling in the students a clear sense that they choose how to conduct themselves and that from these choices will come positive or negative consequences

Positive behaviour is an essential component of an effective teaching and learning environment. Hillcrest School is committed to the promotion of positive behaviour for all students and to supporting students to develop their social, emotional and behavioural skills, and overall welfare. Embedding the fundamental British Values in our curriculum is an essential aspect of this policy.

Hillcrest School has a holistic approach to education, valuing learning in and out of the classroom. We are an 'Attachment Aware' school which means we focus on building positive relationships between students and staff and students with their peers. We recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through 'Emotion Coaching' and being attachment aware, both students and adults are both able to manage their behaviour and create an environment that is conducive to learning. Ultimately, through our pastoral and whole school curriculum, we aim to model successful behaviours, habits and routines, and endeavour to give our students' confidence about their capacity to self-manage/self-regulate their emotions and behaviour. This will ensure all students understand the positive behaviours that are expected in lessons, around school and in the community, including online.

Hillcrest School is committed to the emotional mental health and well-being of our students, parent/carers and staff. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. We treat all students with unconditional respect and have high expectations for both adults' and children's learning and social behaviours. We understand that negative behaviour can signal a need for support which we will provide for individual students without diluting our expectations.

This policy is for all staff, students, parents/carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour. The promotion of self-discipline and respect for others also guides the school's actions to promote positive behaviour and informs the school's response to any kind of child-on-child abuse, bullying, intimidation or harassment, both offline and online.

The 'Getting It Right' policy fundamentally underpins and drives the ethos of the school. Students are informed about the expectations the school has of their behaviour, the manner in which these expectations will be rewarded and the response pupils can expect if they choose not to meet these expectations. It is underpinned by the fundamental British Values and based on respect for self, for others and for the environment. It is designed to encourage pupils to develop responsibility for their own behaviour and attitudes, both offline and online. The GIR system is applied fairly and consistently by all members of staff. However, we do acknowledge that we have a responsibility to consider a student's social, emotional and mental health needs when implementing the system and taking appropriate actions to deal with poor behaviour, as required.

The key principles of this policy are:

- to create a caring, orderly community in which effective learning can take place and where there is mutual respect between members;
- to ensure all stakeholders treat other people and their property with respect and consideration;

- to take a 'zero tolerance' approach and immediate response to any form of bullying (including prejudice-based and discriminatory), derogatory language, child-on-child abuse, aggression and criminal/sexual exploitation in school and the wider community, including online;
- to encourage students to become self-disciplined, able to accept responsibility for their own actions and make positive choices by being ready, resilient and respectful;
- to support students to behave in a manner which allows other students to enjoy their educational experiences at the Hillcrest school;
- to develop in all students an understanding of the fundamental British Values and the ability to listen to others; co-operate and to appreciate other ways of thinking and behaving;
- to develop the Hillcrest community so that all members feel happy and safe, and develop a sense of worth, identity and achievement.

We aim to achieve this through a school behaviour policy based on rights, responsibilities and respect. We recognise that praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

We will continue to implement a holistic '**emotional recovery approach**' which will focus on rebuilding the confidence and skills of all students to support them to engage with their learning and continue as responsible members of our school community.

As outlined in 'Keeping Children Safe in Education' (September 2024), we recognise the important link between welfare and outcomes for all students. The DSL and safeguarding/pastoral team will take 'responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children are experiencing, or have experienced, and identify the impact these might be having on children's attendance, engagement and achievement at school'.

Policy Objectives

- To encourage positive behaviour, with all students and adults working to agreed standards
- To set expectations that all students will be encouraged to learn the social emotional and behavioural skills required for citizenship, in line with the fundamental British Values
- To maintain a school environment where students are encouraged to behave appropriately because they feel they are valued members of the school community, and that they are safe, secure and at ease.

Broad Guidelines for Behaviour and Discipline

- 1 Every teacher will accept responsibility for high standards of discipline in the classroom and within the school environment.
- 2 Every student will accept responsibility for high standards of behaviour.
- 3 All staff will be consistent in their approach to discipline and behaviour and work within the framework of the Getting it Right policy.
- 4 Every student will be made aware by their teachers and their tutors of the Code of Behaviour and the school's high standards. The consequences of ignoring the 'Getting It Right' system will be clearly explained to students.
- 5 The Headteacher alone has the right to suspend or permanently exclude a student and to decide whether the suspension is to be held on or off the school premises.

Links to other policies

This policy links to the following other policies we hold in school:

- Anti-bullying policy

- Equality policy
- Safeguarding and Child Protection policy
- Care and Control policy
- On-line safety policy
- Health and Safety Policy
- Attendance policy
- Positive Mental Health policy
- Preventing Extremism policy
- Special Educational Needs policy
- Relationships and Sex Education policy

This policy has been updated in line with the following DFE documentation:

- Behaviour in schools (July 2022 – updated February 2024)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (May 2023)
- Searching, Screening and Confiscation Advice for Schools (July 2022)
- The use of reasonable force and other restrictive interventions (February 2025)

Section 2 - Teaching and Learning

Our approach to learning supports recognition and inclusion for all. Maintaining good behaviour is the responsibility of all staff, governors and parents. Promoting British Values and positive behaviour enables high standards of teaching and learning to be achieved. Our pastoral and character education curriculum helps develop and maintain positive behaviour, as well as maintaining a calm and school environment. Students learn more effectively when the curriculum is differentiated, and teaching styles and approaches accommodate individual learning styles and preferences. Engaging teaching plays a significant role in a students' attitude towards learning. This forms a key part of new staff induction programmes and staff CPD throughout the academic year, including de-escalation techniques and physical restraint procedures.

- Staff should use the most appropriate method of teaching, which draws on students' social, emotional and learning experiences and values their contributions.
- Students should be received into a classroom where routines are established and high standards expected.
- Explicit and regular praise should be used for all types of achievement.
- All staff should use clear and consistent language when acknowledging positive behaviour and addressing misbehaviour

The school follows a '**Positive Behaviour Management**' system (see examples below) which encourages all staff members to create learning environment to motivate students to behave appropriately in lessons. This approach is vitally important as part of our '**emotion coaching approach**'. We will endeavour to provide students with the skills and space to rebuild their confidence as learners and self-regulators. Effective classroom management skills are developed through experience and appropriate support from colleagues. Training and reflection on personal practice is very important, particularly in the implementation of whole school '**emotion coaching**' strategies as part of the wider 'positive behaviour management' system.



Always **meet, great and correct** at the door as pupils enter the room. This brings positivity immediately to the lesson.

Hostile – ‘Sally, sort that time out now. I’m sick of telling you that at the start of every lesson’.

Assertive – ‘Morning Sally. Come on, you know what I expect about uniform from **every** student. Lets get it sorted so we can start the lesson quickly today’.



Try to issue clear instructions but in a positive way:

Hostile – ‘Sally, will you stop talking and turn round this way now’

Assertive – ‘Thank you **everyone** for looking this way. Sally, could you please do the same as **we** are all ready to start the lesson Thank you Sally for being ready to listen’.



Brian Canter believes that giving students a degree of choice over their behaviour has a positive impact on the outcome of situations in lessons. His research shows that students are less likely to respond with a point blank refusal.

Hostile – ‘You have only got 20 minutes to finish that work. If it is not finished then you will lose your break / lunch to do it then’

Assertive - ‘I need you to finish this piece of work during this lesson, Sally. You’ve got 20 minutes left. If you don’t choose to finish it during class time, then you’re choosing to finish it during break/ lunchtime. It’s your choice. I’ll let you think about it’.

This allows students not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear about expectations. This becomes a ‘WHEN / THEN direction - ‘No you cannot go out because you have not finished your work’ becomes ‘When you have finished your work, then you can go out’.

In addition, well-prepared and stimulating lessons, in which pupils are aware of the lesson purpose, help to secure good standards of behaviour. Effective lessons are those in which pupils enjoy learning, are fully engaged, make progress and improve their attainment through sustained effort and commitment.

Effective lessons:

- give the big picture
- use positive language
- have high expectations
- address different learning styles
- review learning
- move pupils' learning on
- acknowledge and praise effort and progress
- provide students with the opportunity to talk about their feelings towards the learning and the support they may need to become more resilient and effective learners
- have challenge, pace and enjoyment.

To achieve this staff should:

- set behavioural objectives, when appropriate, as well as other learning objectives for the lesson
- arrive before the class and start the lesson on time
- ensure that students enter and leave the room quietly and sensibly
- display lesson objectives clearly
- refer regularly to the GIR Code of Conduct
- ensure that all students are able to participate fully in the lesson
- emphasise the positive in learning and behaviour
- use praise and rewards fairly and consistently
- motivate, encourage and engage the pupils
- model and teach positive behaviour, including respect, empathy and social skills
- build positive and mutually trusting relationships with students
- make sparing, effective and fair use of reprimands
- avoid sarcasm, shouting and threats
- avoid humiliating pupils
- use both verbal and non-verbal communication techniques
- avoid punishing a class for the behaviour of individuals
- keep to time in the lesson and finish on time
- share good practice with colleagues
- allow students to talk openly about their feelings towards the learning process
- implement 'Emotion Coaching' strategies and interventions appropriate to the social and emotional needs of the student

ENCOURAGING POSITIVE BEHAVIOUR

We will ALL consistently apply the 'Getting it Right' Policy and ensure that we apply or carry out the following: Please refer to 'A Guide to Getting it Right.' (see appendix 1)

CHALLENGE

- Emphasise 'listening skills', 'politeness' and 'respect'
- The 'jewellery policy' in all
- The 'uniform policy' in lessons
- Speaking when member of staff is talking

- Inappropriate language and name calling

PUNCTUALITY

- Every member of staff challenges every student who is out of a lesson. The student should have the permission section of their student planner signed.
- All staff to (a) issue a C2 if students are more than five minutes late to lessons without an acceptable reason.

CORRIDOR BEHAVIOUR

- Ensure you are on duty as per the 'Duty Rota'.
- Keep to the left on corridors and stairs.
- No shouting/running

START AND END OF LESSONS

- Meet and greet the class - be at the door before they arrive.
- Queue in straight lines outside classroom (where possible).
- Enter in single file, stand behind desks, and wait to be greeted before sitting down.
- Register taken whilst students write down learning outcomes/starter activity.
- End of lesson, stand behind chairs, check for litter, marks on desks. Ensure the next class has a positive learning environment to come into. 'DTNCAF' - Do the next class a favour!
- Dismissed by rows in silence.

REWARDS

- There should be a 5:1 praise to sanction ratio
- All staff to issue at least 20 GIR Academic Bonus Points each half term.
- All staff to issue at least ten Praise Cards each term. (If you do not have a full timetable please reduce accordingly.)
- All staff to issue Community Bonus Points and Award Certificate if students participate in activities.

ASSEMBLIES

- All staff to arrive at the Theatre Hall or Studio ready for assembly to commence at 8.50am
- Staff attached to a Year group to attend relevant Assemblies.
- SLT and College Learning Leaders as per Assembly rota

Section 3 - Maintaining Discipline

Staff are supported, through induction and CPD programmes, to apply their own behaviour management techniques as they develop their relationship with teaching groups. It is important to establish clear routines and expectations and implement a range of strategies that will solve any potential behavioural issues in the longer term.

The staff CPD programme supports staff to effectively manage behaviour in their classrooms with specific focus on de-escalation and emotion coaching techniques. In addition, wider safeguarding training on adverse childhood experiences, child-on-child abuse, online safety, domestic and sexual violence, radicalisation, bereavement, criminal exploitation provides staff with a context of the range of factors that could impact on the behaviour of individual and/or groups of students. Relevant information is shared with staff by the DSL on the factors that may impact the behaviour of individual students on a weekly basis.

During lessons it is vitally important for staff to implement their own behaviour management strategies alongside any consequences they may issue. All staff should consider the social and emotional needs of individual students when implementing strategies, particularly for any student(s) still affected by the longer term implications of multiple lockdown periods at home. This may continue to manifest itself in poor behaviour and limited engagement in learning. The 'Getting It Right' policy is there to support all staff but is not the only behaviour strategy open to staff. For example, staff might;

- Speak to a student before they enter the room and set clear expectations
- Use non-verbal forms of communication to reinforce behaviour expectations

- Move or suggest moving a student to another seat
- Use praise to remind a student of their ability to behave appropriately
- Pair the student with another student who will have a positive impact on their behaviour and attitude towards learning
- Vary the activity to find ways of encouraging the specific student to engage positively in the learning experience
- Allow the student to take some time out of the lesson before re-engaging them back into the lesson

Staff may consider using the following techniques throughout the academic year.

- Modified intervention / seating plan at start of the lesson
- Moved student to another seat during the lesson
- Consider behavioural / learning needs of individual students during the lesson planning process to ensure students can either access or feel engaged with the learning
- Set targets with the student for future improvement
- Modified approach to student, i.e. – effective use of praise / rewards
- Discussed issue with other department staff to identify other possible strategies
- Discussed issue with other staff who teach the identified student to explore successful strategies
- Discussed issues with College Learning Leader / Form Tutor
- Notified parents of behavioural issue (letter, ClassCharts)

Section 4 - Practice and Procedures: Roles and Responsibilities

The promotion of positive behaviour is the responsibility of all members of the school community, including parents and carers. Not all members of the school will play the same part in this process, but each section of the community will have a specific role.

The Governing Body

The governing body will continue to work with other members of the school community to review and, if necessary, revise the principles underpinning this policy. For example, they will ensure that the policy and its implementation is consistent with the school's equal opportunities policy. Specific responsibilities of the governing body include:

- approving policies, including this behaviour policy
- monitoring fixed term suspensions and permanent exclusions
- ensuring the needs of students at risk of permanent exclusion are met.
- Following guidance for reinstating suspended or permanently excluded students, as required.

Senior Leadership Team

- The Headteacher, with the assistance of other members of the Leadership Team, is responsible for the form and content of the policy, and for its implementation in ways that maintain a school ethos that encourages positive behaviour.
- The Senior Leadership Team, along with College Leaders, are highly visible at all times of day and are responsible for maintaining the behaviour culture and an environment where everyone feels safe and supported.
- The Senior Leadership Team is responsible for ensuring all staff understand the behaviour expectations, the importance of maintaining them, the factors that may impact on student behaviour and strategies to effectively manage behaviour, including the use of reasonable force and other restrictive interventions, through appropriate staff CPD training and induction programmes for new members of staff (including trainee teachers and supply staff).
- Maintain records of behaviour data to identify trends and patterns, and ensure appropriate support and interventions are in place based on the nature of the data.

The role of teachers and staff

- All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently.
- All staff have a responsibility to promote the fundamental British Values and key character education themes in lessons, extra-curricular activities and educational visits
- All staff have a role to play in keeping the policy alive throughout the school, including through providing mutual support to colleagues, and modelling the social, emotional and behaviour skills and high standards of behaviour expected from students.
- All staff should challenge students to meet the school expectations and maintain the boundaries of acceptable conduct.
- All staff should consider the impact of their own behaviour on the school culture

The role of students

- Every student has a responsibility to meet the school behaviour standards and expectations, uphold the school rules and contribute to creating a safe environment for all.
- Every student will be supported to achieve the behaviour standards, including an induction process which familiarises them with the school behaviour culture.
- Students have a role in shaping and promoting the school's behaviour policy. They will contribute to the detail of the policy through their involvement in defining expectations and rules, and developing rewards, motivational strategies, sanctions and consequences. This will be achieved through the School Parliament, College prefect meetings, form time and Life Skills lessons.
- Students have a responsibility to report incidents of bullying, harassment, abuse or intimidation, both offline and online, and a role in offering support to their peers through activities (peer ambassador mentoring)

The role of parents/carers

- Parents and carers have a responsibility for their child's behaviour inside and outside school, which they discharge by the standards they set and the way they encourage students' progress at home.
- Parents have a responsibility to understand the school's behaviour policy and support its implementation
- Parents have a role to play in advising on the continuing development and improvement of the policy.

Section 5 - The 'Getting It Right' system

The 'Getting It Right' system reflects the fundamental British Values and underpins all aspects of the behaviour policy and character education programme at the Hillcrest School. Staff and students are aware of the key elements of the system and its implementation in lessons and around school. The system is designed to both reward students for consistent high levels of work, attitude, behaviour and punctuality, as well as ensuring a tiered system of consequences for students who fail to 'Get it Right'. (Appendix 1)

Sanctions

Sanctions should be used to help students make appropriate choices about their behaviour. Where they breach the 'Getting It Right' system, students have a right to expect fair sanctions, applied consistently. The most appropriate sanction is one designed to put matters right and to encourage better behaviour in the future. It is not appropriate, therefore, to punish whole groups for the misdemeanours of a few, or to impose a sanction that may humiliate students. Sanctions will lose their effectiveness if students do not regard them as fair. Staff are therefore advised to make it clear that they are condemning the behaviour not the person and avoid early escalation to severe sanctions, reserving them for the most serious or persistent breaches of the 'Getting It Right' system.

The 'Getting It Right' system has a definite set of tiered sanctions aimed to support students to reflect on and modify their behaviour in the classroom environment. Where students make inappropriate choices about their behaviour a series of consequences should be consistently followed by members of staff.

Guidance is very clear for all staff on the reasons why students may receive a C3 for their behaviour in lessons, around school or in the wider community. Issuing a C3 is a serious sanction and should only be used by staff when necessary and once all other behavioural strategies in the classroom have been attempted unless the behaviour is so extreme as to warrant immediate removal. Staff are also encouraged

to use contextual information on a student's social, emotional and mental health needs when implementing behaviour strategies. (see Appendix 1).

Student receiving a C3 will be sent to the Reflection Room for a fixed period to reflect on their behaviour and serve 60-minute detention at some stage of the day depending on when the C3 was issued. The respective College Leader will discuss the incident with the student and decide the sanction warranted based on the student's social, emotional and mental health needs, as well as the reason why the C3 was issued. This will provide the opportunity for the College Leader to ascertain any mitigating factors that led to the poor behaviour and decide on the most appropriate sanction, ie – bullying, relationship difficulties with other students in the group, issues in the wider community and online. Students who receive a C3 for behaviour out of lessons will be sent directly to Reflection Room and their College Leader will discuss their behaviour with them to determine the period the student is to remain in isolation. If a student refuses to go to Reflection Room or accept other alternatives proposed by College Leaders or members of the Senior Leadership Team, they will receive a fixed term suspension for failure to comply with behaviour expectations.

However, we recognise that some students may require additional support after being sent out of lesson. In these cases, being sent to the Reflection Room is not always in a student's best interest and they will need the opportunity to reflect on their behaviour in a different environment. Targeted intervention work will be undertaken by the mentor to prepare the student to return to lessons and avoid further consequences.

C3 interventions (Termly)

Number of C3	Actions / Interventions
1	CLL phone call to parents Form tutor report for two weeks
2	CLL meeting with parents CLL report for two weeks Student completes Behaviour Profile
3	Deputy Headteacher and CLL meeting with parents – Behaviour Support Plan One day internal isolation and SLT Report for three weeks Intervention Support from Mrs Bunce (RCADS assessment)
4	Parents to attend a second meeting with Deputy Headteacher and CLL One-day internal suspension and SLT report for three weeks Referral for mentoring services (F4TF)
5	Headteacher and Deputy Headteacher meeting with parents One-day external suspension at home
6	Headteacher and Chair of Governors meeting with parents Two-day external suspension Passport or Off-Site Direction placement at another school

Parents/carers will be notified through the ClassCharts App of any C1-C3 consequences issued and the reasons for the consequence. Social workers and Family support workers will be notified of any C3 consequences issued to students they work with.

Getting It Right data is analysed by the Deputy Headteacher (Pastoral) daily and appropriate data is shared with Form Tutors, College Learning Leaders and Learning Managers each day. A half-termly analysis is also completed by the Deputy Headteacher of individual 'Getting It Right' totals and intervention plans, outlining appropriate strategies and support, are developed by the Learning Co-ordinators, form tutors, SENDCO and Designated Lead for Mental Health. College Learning Leaders and Learning Managers should consistently follow the procedures outlined in the whole school behaviour management system and intervention programme.

Students who fail to meet expectations on a weekly basis will be placed on a stage 1, 2 or 3 monitoring report for a fixed period. However, the Deputy Headteacher (Pastoral) will take several factors into account, including a student's mental health and emotional well-being, when determining the level of pastoral

monitoring and may explore other options to address the behavioural needs, ie – accessing support from Learning Mentor.

Stage 1 Form Tutor Report

Students will be placed on a stage 1 report for one weeks for the following reasons:

- Receiving 2 consequences in a week
- Arriving late to school twice in a week

Stage 2 College Leader Report

Students will be placed on a stage 2 report for two weeks for the following reasons:

- Receiving 2 or more consequences in a week while on a stage 1 form tutor report
- Receiving 3 consequences in a week
- Arriving late to school three times in a week
- Receiving a C3 consequence in for behaviour in lessons
- Receiving a second cumulative C3 consequence in a term
- Receiving an internal suspension

Stage 3 Senior Leadership Report

Students will be placed on a stage 3 report for two weeks for the following reasons:

- Receiving 2 or more consequences in a week while on a stage 2 CLL report
- Receiving a C3 while on stage 2 report
- Receiving 4 consequences in a week
- Late to school four times in a week
- Receiving 2 x C3 consequence in a week for behaviour in/out of lessons
- Receiving a third (or above) cumulative C3 consequence during a term
- Receiving an external suspension
- Failing to attend 2 SLT detentions

If a student fails to comply with the expectations outlined at each stage, there are clear interventions and consequences that will be followed by College Leaders and the Senior Leadership Team.

Section 6 - Mobile phones / Smart Watches / Meta Spectacles / Technology

Students are not allowed to have a mobile phone / smart watch visible in school from the moment they enter the school gates at the start of the day to the moment they leave the school gates at the end of the school day. This principle also applies to students who use their mobile phone during the school day even if they are not witnessed doing so by a member of staff, ie – student phones their parent to report an issue in school or to advise they are feeling unwell. The school does not take any responsibility for the loss or damage to any devices brought into the school by the student.

If a student is seen with a mobile phone/ smart watch, they will be expected to hand the device to the member of staff. They will receive a C3 and serve a 60-minute detention that day. Parents/carers will be contacted by the relevant College Leader and the mobile phone / smart watch will remain locked in the school safe until the parent/carer collects from school. If this behaviour is repeated again, a one-day fixed term suspension will be issued, and the mobile phone / smart watch will be confiscated and parents/carers will be invited into school to meet with their child's College Leader. The device will be stored in the school safe until this meeting has taken place.

If a student refuses to give their mobile phone / smart watch to the member of staff, they will be issued with a C3, sent to the Reflection Room for the remainder of the day, serve a 60-minute detention and receive a one-day fixed term suspension. The length of the suspension could be increased depending on the way the student speaks to the member of staff. The student will be required to hand their phone into main reception for five days after returning to school from their fixed term suspension. If a student fails to hand their phone in for five days, they will be issued with a two-day fixed term suspension.

However, the school will view each case individually, as some students may continue to experience attachment difficulties because of being separated from family members and may feel they need their mobile phone to maintain contact with family members to check on their well-being. Students will still be required to hand their mobile phone to a member of staff but will not necessarily face the sanctions outlined above. Under these circumstances, the school will endeavour to contact home to alleviate the student's anxiety, and the device may be returned to the student at the end of the day, after securing agreement from the parent/carer.

Using a mobile phone or a similar device to record conversations, make videos or take photographs of any member of the school community (staff, students, visitors, parents/carers), without their permission, is not allowed and will result in a fixed term suspension. Similarly, the display, supply or posting of any such materials will result in a fixed term suspension. Depending on the nature of the content and severity of the behaviour, this may result in a suspension up to 10 days or permanent exclusion.

Students are also not allowed to wear meta spectacles in school. These are items with cameras or video recorders built into the frame of the spectacles. Any form of meta spectacles, or equivalent items, found in the possession of students in school will be removed and students will be asked to provide evidence to prove they have not taken any images or recorded any footage in school either with or without the knowledge and consent of others. If the student has been found to use the item to record or take images, the Headteacher will issue a fixed term suspension in line with our behaviour policy.

In addition, in line with our Anti-Bullying Policy, the school reserves the right to confiscate and search a device if concerns about cyber-bullying, online abuse, violence and/or sexual harassment, criminal or sexual exploitation, are reported to staff. While we do not take responsibility for inappropriate use of digital media outside of school hours or outside of the school premises, such issues which affect the running of the school and the well-being of staff and other students, will result in sanctions in line with the 'Getting It Right' policy and the possible involvement of any appropriate agency (ie – Police, Children's Social Care). Therefore, the school reserves the right to issue a fixed term suspension or permanent exclusion if a student's physical or online behaviour, out of school, brings the school into disrepute and/or poses a risk to the safety of other members of the school community.

As outlined in our Anti-Bullying Policy, the same principle applies to all forms of inappropriate online behaviour using technology in school and any devices loaned by the school for a student to use at home (ie – remote learning). All online activity is monitored by Smoothwall and appropriate sanctions will be implemented, in line with the 'Getting It Right' policy, for any forms of bullying, discrimination, online abuse, threats of violence or harassment (including sexual).

Section 7 – Uniform

We expect our students to take pride in their appearance and we believe that the wearing of school uniform fosters a sense of identity. If students attend school inappropriately dressed, their parents will be contacted, and arrangements will be made for the student to either return home to collect the correct uniform or a timescale will be agreed with the College Leader for the uniform or appearance matter (ie – hair colour) to be resolved. Students are not allowed to attend lessons out of uniform and may be sent to the Reflection Room until the matter is resolved. The school will endeavour to provide support for parents unable to resolve the uniform issue in a timely manner. Students will be given a red card by their College Leader to authorise inappropriate uniform after communication with parents/carers. Staff have the right to confiscate any inappropriate items or clothing (ie – caps, hoodies, bandannas) at any time of the school day, including as students arrive to and leave from school (inside the school gates).

Blazers must be always worn around the school building and in lessons unless students are given permission by teachers to remove their blazer in the classroom. Ties must be always worn appropriately during the school day. Outdoor coats are not allowed to be worn in school unless a student is wearing it outside the school building at break and lunchtime. Trainers and boots are not to be worn. Students will be expected to wear a pair of school authorised shoes if they fail to wear appropriate footwear for school. No back jeans, leggings or cropped/slim legged/tight fitting trousers are allowed. Students will be placed in the

Reflection Room or Learner Support, dependent on their individual need, if they fail to engage with the support offered by staff to address the issues.

Jewellery must not be worn. One pair of small stud earrings is allowed. Body piercing, e.g., nose studs, eyebrow studs, tongue studs etc are not permitted. Students will be asked to remove body piercings and will be sent to the Reflection Room or home if they fail to do so. Jewellery, if worn, will be taken and will be returned to students at the end of term, or parents may come in person to collect the item. Hair styles should be appropriate for school and without unnatural colouring e.g., blue, purple, red. College Leaders will contact parents to agree a timescale for hair colouring to be returned to a natural colour.

Make-up, false eye lashes and nail varnish, including nail extensions should not be worn for school. Students who arrive at school wearing make-up, eye lashes or nail varnish will be given the appropriate materials to ensure it is removed. Students who refuse to co-operate with requests to remove make-up, nail varnish, eye lashes, piercings, inappropriate clothing and/or inappropriate footwear, will receive a C3 for failure to comply with school expectations and may receive a fixed-term suspension for failure to comply with school behaviour expectations. In some circumstances, parents will be asked to keep their children at home (authorised absence) until the student complies with school expectations.

Section 8 – Child-on-Child Abuse

As outlined in 'Keeping Children Safe in Education' (September 2024), child-on-child abuse is abuse by one or more students against another student. It can manifest itself in many ways and can include:

- bullying (including cyber-bullying, prejudice-based and discriminatory bullying);
- abuse in intimate relationships between peers;
- physical abuse (hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm);
- sexual violence and harassment;
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals.

Hillcrest School believes that all child-on-child abuse is unacceptable and has a zero tolerance approach. Abusive comments and interactions, including online, should never be passed off or dismissed as 'banter' or 'part of growing up'. Nor will harmful sexual behaviour be dismissed as the same or 'just having a laugh'. All reports peer-on-peer abuse will be treated as a safeguarding matter and in line with our Child Protection policy. Further guidance on the school response to child-on-child abuse can be found in the Anti-Bullying policy.

After a concern has been reported and investigated, we will take appropriate disciplinary steps, as required. Action must be appropriate to the age of the child but may include:

- An official warning to stop offending.
- Three Houses early intervention reviews and target setting process
- Informing the perpetrator's parents.
- Co-ordinating a 'Restorative Justice' mediation meeting between the victim and perpetrator.
- Meeting with parents/carers to agree a Behaviour Support Plan / Contract.
- Formal review of Behaviour Contract over an agreed period of time.
- Formal internal or fixed term suspension from school for the incident or if the bullying continues to persist.
- Arranging an off-site direction (passport or managed move) placement to another school.
- Informing the police of on-going bullying concerns as necessary, particularly in the community, or if the law has been broken by the behaviour of the alleged perpetrator(s)

- Referring to Early Help, Birmingham Children's Trust or Forward Thinking Birmingham if the incident is dealt with as a safeguarding concern and the victim is suffering, or is likely to suffer, significant harm. The same principle may also apply to the alleged perpetrator(s).
- Referral to Pastoral Support worker or Senior Learning Mentor for victims and alleged perpetrator(s)

Disciplinary action against alleged perpetrators can still be taken in school while other investigations by the police and/or children's social care are on-going, as well as support for victims. The fact that another body is investigating or has investigated an incident does not prevent the school from coming to our own conclusion, on balance of probabilities, about what happened, and imposing an appropriate sanction. However, we will consider if, by acting, it would prejudice an investigation and/or any possible prosecution. We will communicate with the police and/or children's social care about the outcomes of our internal investigations and seek advice before implementing any disciplinary sanctions.

If a reported allegation is determined to be unsubstantiated, unfounded, malicious or false, we reserve the right to implement appropriate sanctions to the student who made the allegation, as well as seeking appropriate support (ie – early help, children's social care, FTB) as the child may have been abused themselves and their behaviour was a cry for help.

Section 9 - Rewards

Frequent praise and reward for achievement are features of teaching and learning at Hillcrest School, so that pupils receive recognition for their positive contributions to school life. The school believes that every student should have their achievements acknowledged and when appropriate rewarded. Such recognition:

- Builds student self-esteem and confidence.
- Helps to create a positive learning environment.
- Highlights the importance of good behaviour.
- Encourages students to participate in a variety of activities.
- Encourages students to set themselves the highest targets.
- Contributes to reinforcing positive student-staff relationships

Getting It Right Rewards

Every term parents/carers will receive a letter informing them of the number of GIR points their child earned in comparison with the year group and school average. A list for each year group will be displayed each month to allow students to see their position in the year group in comparison with other students. Students and parents will have access to daily points earned and lost through the ClassCharts App.

The Getting It Right system rewards students each term for excellent attendance, behaviour, punctuality, organisation and preparedness for learning. To be eligible to participate in rewards activities at the end of each term, students must keep a minimum of 96% GIR points and have attendance above 95% during the same period. However, students will not be allowed to participate in the events if they receive 2 x C3 in a term, receive one suspension from school, are late for school more than 5 times or fail to attend 2 or more detentions in a term, even if they meet the 96% GIR and 95% attendance thresholds.

At the end of each term, and at the end of the academic year, students will be awarded with certificates to recognise their progress towards the expected minimum point's threshold.

GOLD certificate – awarded to students who achieve 100% GIR
SILVER certificate – awarded to students who achieve 98-99% GIR
BRONZE certificate – awarded to students who achieve 96-97% GIR

At the end of the year students with a minimum of 96% GIR points will receive a 'Hillcrest Star' badge, a minimum of a bronze GIR certificate.

GIR Bonus Points

We firmly believe in recognising good work and effort. We have a **GIR Bonus Points Award Scheme** through which students gain recognition of their achievements.

Students can earn Academic Bonus Points for outstanding effort, engagement and attitude to learning in lessons and extended learning tasks. Students can also earn Community Bonus Points for their effort and contribution to school life beyond the classroom.

Students can also earn 'Effort Awards' in lesson for outstanding effort and contribution to lessons. These awards are equivalent to three academic bonus points.

- 30 Bonus Points are required for a Bronze Certificate
- 40 for a Silver Certificate
- 50 for a Gold Certificate
- 60 for a Platinum Certificate
- 80 for a Diamond Certificate
- 100 for an Emerald Certificate.

Praise Postcards

These will be **posted** home to students to inform their parents /carers of an achievement in school in relation to their academic work, attitude, good manners or anything else that deserves praise.

Community Certificates

These will be awarded to students who contribute to the Hillcrest community. This might include being part of a team, taking part in an event or being a guide when we have visitors in school.

Headteacher's Tie

This will be awarded for exceptional performance or outstanding service in addition to 'Hillcrest Superstars' as indicated below:

'Hillcrest Superstar'

This is the highest level of reward we have at Hillcrest. A Hillcrest Superstar will be someone who at the end of the year has:

- ☺ **A minimum of 96% 'Getting it Right' Points**
- ☺ **40 or more Academic Bonus Points**
- ☺ **15 or more Community Bonus Points**
- ☺ **Attendance above 95% in at least two terms**

OR An exceptional one-off achievement e.g., English Schools Athletics Gold Medal

Hillcrest Superstars will receive a special certificate and their names will be displayed on a Roll of Honour. They will also be awarded with a special Headteacher tie – one which is different in design to the school tie. Students who achieve the award for a second time receive a special glass trophy; for the third time a Headteacher Medal and for a fourth time a Headteacher Cup.

An Awards Morning is held annually to which parents/carers are invited. Prizes are presented to those who are judged to have made the most effort or progress or who have given outstanding service to the school throughout the year.

Extended Learning

GIR: Extended Learning Awards (TERMLY)

Gold Award: 100% completion rate

Student completes **EVERY** piece of extended learning in **ALL** subjects in a term.

Silver Award: 98% completion rate

Student only receives **1** x Homework consequence in all subjects in a term

Bronze Award: 95% completion rate

Student only receives **2** x Homework consequences in all subjects in a term

Students who fail to complete THREE or more pieces of extended learning in all subjects will not be eligible to receive an award.

H Consequences can also be issued when the EL has been completed but not to the appropriate standard

GIR: Extended Learning Awards (End of Year)

Gold Award: 100% completion rate

Student completes **EVERY** piece of extended learning in **ALL** subjects by the end of the school year.

Silver Award: 98% completion rate

Student only receives **3** x Homework consequence in all subjects by the end of the school year.

Bronze Award: 95% completion rate

Student only receives **5** x Homework consequences in all subjects by the end of the school year

Students who fail to complete SIX or more pieces of extended learning in all subjects will not be eligible to receive an award at the end of the year.

H consequences can also be issued when EL has been completed but not to the appropriate standard

Section 10 – Detentions

All after school detentions are centralised and run by the staff on a rota basis. This takes away the need for staff to issue and hold their own detentions.

The purpose of detention is to contribute to the raising of students' standard of behaviour across the school. We recognise and accept that a detention **may not** solve the underlying problem causing misbehaviour. However, it may cause students to 'think twice', and may act as a deterrent to others. The importance of a detention is that it gives a clear message to all students that as a school we will not accept poor attitudes to learning. **When staff issue a C3 consequence they will be required to complete a restorative conversation with the student, ideally at some stage on the day the C3 was issued and certainly before the student attends their next lesson with the member of staff. Pastoral staff and Learning Managers will support staff as required.**

There are four forms of after school detentions:

- C3 detentions (60-minute throughout the day and after school)
- C2 late detentions (30-minute same day detention after school)
- C2 Behaviour detention (30-minute same day detention after school)
- Extended Learning detentions (30-minute detention)

Failure to attend an initial detention will lead to a longer detention being set. Students who refuse to attend detention despite being reminded by a member of staff will be internally suspended, as will students who leave any detention without permission and refuse to follow instructions in the detention.

All detentions will be served after school from 3.20pm onwards. Parents/carers will be notified by ClassCharts if their child is required to remain behind after school that day to serve either a 30, 40 or 60-minute detention.

C3 Behaviour Detentions

Students who receive a C3 for behaviour in lessons/around school will be required to serve a 60-minute detention. The timings of the detention will vary based on the time of the day the C3 is issued:

C3 issued periods 1 or 2 = 20-minutes break and 40-minutes after school

C3 issued period 3 = 20-minutes lunch and 40-minutes after school

C3 issued periods 4 or 5 = 60-minutes after school

If a student fails to attend the after-school part of their detention, they will be isolated in the Reflection Room the following day, including 60-minutes across break and lunchtime.

Students who fail to attend 2 x C3 detentions in a term will receive an internal suspension.

Students who fail to attend 3 or more C3 detentions in a term will receive a fixed-term suspension at home.

C2 Behaviour Detentions

Students who receive a C2 for behaviour in lessons / around school will receive a 30-minute detention, which will be served on the day the consequence is issued. If a student fails to attend the 30-minute detention, they will be issued with a 40-minute detention. If a student fails to attend the 40-minute detention, the student will serve a full day internal isolation in the Reflection Room the following day, including 60-minutes across break and lunchtime.

C2 Late Detentions

Students will receive a C2 consequence if they arrive late to school after 8.45am. They will be required to serve a 30-minute detention on the day they are late to school. If a student fails to attend the 30-minute detention, they will be issued with a 40-minute detention. If a student fails to attend the 40-minute detention, the student will serve a full day internal isolation in the Reflection Room the following day, including 60-minutes across break and lunchtime.

The school will take specific circumstances into account when deciding whether to issue a detention, ie – proof of a medical appointment, interview, personal family circumstances.

Procedures and consequences for cumulative lates are shown below:

**Late to School:**

Students must be in form room by 8.45am to be marked present and on time.

Student arrives late after 8.50am = **30-minute detention**

Student fails to attend initial detention = **40-minute detention issued**

Lates	Consequences
5	Letter sent home to parents & 60-minute SLT detention
10	Parents meeting with College Leader & 70 -minute SLT detention
15	Parents meeting with Deputy Headteacher / EWO – One day internal isolation
20	Parents meeting with Headteacher and one day internal suspension
25	Parents attend ‘Governors Attendance Panel’ meeting & student issued with two-day internal suspension
30	Parents attend another ‘Governors Attendance Panel’ meeting to sign ‘Attendance and Punctuality Contract & further two -day suspension issued. Review meetings with Deputy Headteacher every 4 weeks. If lateness persists, parents will be invited to a third ‘Governors Attendance Panel’ meeting and fixed term external suspensions will be issued.

Extended Learning Detentions

It is essential that students meet expected ‘Extended Learning’ deadlines set by their teachers. Students who fail to complete a piece of ‘Extended Learning’ to the expected standard will receive a ‘H1 consequence’ and a 30 minute ‘Extended Learning Detention’. If a student fails to attend the 30-minute detention, they will be issued with a 40-minute detention. If a student fails to attend the 40-minute detention, they will be internally isolated the following day, including 60-minutes at break and lunchtime, in the Reflection Room.

Section 11 – Supporting students with additional needs

Students may be placed on the inclusion register for behavioural issues to access ‘SEND Support’. The school will follow ‘Early Help’ guidelines for identifying students with social, emotional and mental health issues, with specific focus on the **underlying reasons** for poor behaviour rather than the behaviour itself. Evidence suggests SEND children are three times more likely to experience child-on-child abuse, which can have a significant impact on their behaviour and attitude to learning. (KCSIE – September 2024) Students on the inclusion register for behaviour will access support through SEND Support Profiles. The profiles are designed to identify the factors affecting progress and to put a systematic programme of support in place. There are clear stages within the process to track the impact of interventions and modify support systems as necessary. Parents will be expected to attend all review meetings once the support programme has started.

As outlined in our Positive Mental Health and Special Educational Needs policies, we recognise that standardised behaviourist approaches are not successful for all students. This is especially true for students with complex social, emotional and mental health needs, particularly those who have experienced Adverse Childhood Experiences (ACEs). This may include students who have experienced developmental trauma and loss or vulnerable children in the care system. We acknowledge that ‘standardised’ behaviourist approaches may re-traumatise them and fail to teach them how to express their emotions in a more appropriate manner.

Staff are encouraged to recognise and consider such factors when implementing sanctions to specific students. This is a key element of the '**Trauma and Attachment Aware Approach**' that underpins this policy and is of particular importance as part of our wider '**emotion coaching**' approach. As part of this approach all staff recognise:

- behaviour is a way of students and other adults communicating an emotional need;
- being fair is not about everyone getting the same but about getting what they need;
- changing or modifying how we respond to behaviour does not mean we compromise expectations;
- there are often underlying feelings and emotions that might drive behaviour, rather than the behaviour itself; and
- not all behaviours are a matter of 'choice' and not all factors linked to a student's behaviour is within their control.

As part of our commitment to work with students experiencing behavioural difficulties, targeted students will engage in a variety of 'Behaviour Intervention' programmes delivered by our pastoral, SEND Team and Foundations for the future mentor. The programme will be aimed at equipping students with techniques to allow them to regulate and manage their own behaviour more effectively. Clear targets and support offered will be formalised in 'Behaviour Support Plans' agreed with students and parents in meetings with the respective College Leader and/or Deputy Headteacher (Pastoral). Allocated Social workers and Family support workers will be invited to attend all review meetings and play an active role in the support plan.

Where the school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a student with SEN or an EHC plan, additional support will be accessed from the Pupil Support Service, Educational Psychologist Service, City of Birmingham School and the Oaks Behaviour mentor. The school will ensure that students and their families participate as fully as possible in decisions and are provided with information and support. The views, wishes and feelings of the student and their parents will always be considered. This is particularly relevant for students with diagnosed or suspected mental health issues that may impact on their behaviour. Where a student has an EHC plan, the SENDCO will contact the Local Authority about any behaviour concerns at an early stage and consider requesting an annual review prior to making the decision to suspend or permanently exclude.

Where a looked-after child is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT) for LAC will contact the Virtual School as soon as possible to consider what additional support may be required to address the factors affecting their behaviour. The DT will also engage, at this stage, with the allocated social worker, foster carers, or children's home workers. Concerns about behaviour will be addressed in the PEP and actions agreed with all agencies to support the student to address any behaviour concerns.

The school will endeavour to support students at such times, intervening well before mental health problems develop. Continuous professional development for staff that makes it clear that promoting good mental health is the responsibility of all members of school staff and community, informs them about the early signs of mental health problems, what is and isn't a cause for concern, and what to do if they think they have spotted a developing problem. The school will also work with others to provide interventions for pupils with mental health problems that use a graduated approach to inform a clear cycle of support: an assessment to establish a clear analysis of the pupil's needs; a plan to set out how the pupil will be supported; action to provide that support; and regular reviews to assess the effectiveness of the provision and lead to changes where necessary. For example, our Designated Mental Health Leader works closely with our Pastoral Support Worker to complete RCADS assessments to identify the nature and level of support required in weekly meetings in school with the Pastoral support worker.

The Hillcrest School is committed to the concept of equal outcomes for all pupils. Some students will, therefore, need differentiated forms of support to help them fulfil their behavioural and academic potential. The school will ensure that differentiated strategies are available to students to meet their needs.

This Early Help support might include:

- regular pastoral reviews to identify those pupils most at risk, ie – Three Houses
- support from the form tutor as part of the 'Academic Mentoring programme'

- short courses on elements of social, emotional and behavioural skills delivered through the Senior Learning Mentor or Pastoral Support Worker
- contact with parents/carers in the early stages of a problem
- if the pupil's problems are identified as having a SEN aspect, referral to the school's SENCO and additional in-class support from a teaching assistant
- completion of a 'Family Connect' referral to identify any form of external support needed
- referrals for specialist advice, either for individual pupils, or more generally, for whole school issues relating to behaviour
- consultation with parent/carers and family sessions
- one-to-one or group mentoring from our Foundations for the Future mentor
- use of the 'Peer Ambassador' scheme to support and guide students
- additional careers advice and support
- additional 1-2-1 tuition
- Completion of a 'Early Help' referral to access support if the behaviour issues are linked to wider issues in the family

Section 12 - Off-site direction placements

The Hillcrest School works within the OAKS Collegiate. Behaviour management is a key aspect of this partnership. Schools within the network meet every half-term for a 'Sharing Panel' meeting to discuss behavioural concerns and develop strategies to support students to manage their behaviour. Students may be taken to the Sharing Panel if their behaviour is still a significant cause of concern despite the interventions outlined in the Behaviour Support Plan, including behaviour online and in the community. There are two clear off-site direction processes used by the Sharing Panel to achieve this objective – the Passport and Off-Site Direction schemes.

Passport Programme

Students experiencing difficulties in managing their behaviour may be referred to the Passport programme. Students may be placed on a passport placement for persistently failing to comply with school expectations or for a one-off incident in school and/or the community that resulted in a fixed term suspension.

This is a temporary six-week placement at another school in the OAKS Collegiate. The aim of the programme is to encourage students to reflect on their behaviour during their placement and return to Hillcrest with a more positive outlook on their own behaviour. During the passport placement support is put in place to ensure the student can maximise their placement experience and return to their original school better prepared to manage their own behaviour.

Prior to the placement a meeting will be held with the Deputy Headteacher (Pastoral), College Learning Leader, student, parent / carer and, where possible, the OAKS Behaviour Co-ordinator. The purpose of the meeting is to explain the passport programme and secure consent from the parent / carer for the placement to commence. The Off-site Direction Co-ordinator will complete the necessary paperwork and forward it to the placement school.

The OAKS Behaviour Co-ordinator will lead an initial induction meeting at the placement school and targets will be agreed, using the 'Sharing Panel Mentoring Form' and 'Passport Contract', for the student to achieve during the six-week placement, as well as outlining the support that will be provided by the placement school. During this meeting relevant behavioural, learning and safeguarding information will be shared by the Deputy Headteacher (Pastoral). The OAKS Behaviour Co-ordinator will ensure that school uniform is provided for the student as part of the process.

During the six-week period, the placement school will complete a weekly review, using red, amber and green traffic lights, which will be shared with the OSD Co-ordinator at Hillcrest. If the review is highlighted as amber the placement school will organise an internal review meeting with the student, parent/carers and OSD Co-ordinator. If the review is highlighted as red, the placement school will organise an emergency review meeting, chaired by the Oaks Behaviour Co-ordinator, during which a decision will be made on

whether the placement will continue. If it is agreed that the placement will continue, a new set of targets will be formally agreed and monitored closely by staff at the placement school.

If at any time the six-week placement is deemed to be failing, the Headteacher at the placement school will contact the Headteacher at Hillcrest School, who will then notify the parents/carers of the placement school's decision to end the placement. Under such circumstances, the student will return to Hillcrest and appropriate support will be offered by our pastoral team. It may be appropriate for the student to engage in an intervention programme in the pastoral hub or learner support for a period and be phased back into lessons on a part-time basis. Similarly, an alternative passport placement may be investigated by the Oaks Behaviour Co-ordinator at another OAKS school. Additionally, Hillcrest School may deem it appropriate to issue the student with a fixed term suspension for their behaviour at the placement school.

At the end of the six-week placement the student will return to Hillcrest, with the Deputy Headteacher (Pastoral) and OSD Co-ordinator leading a reintegration meeting as part of the process. The placement school will complete an 'End of placement report' to highlight any strengths and positives that can be taken from the placement, along with any behavioural, attendance and punctuality concerns, during the placement. This will be used as the basis for the Deputy Headteacher (Pastoral) to complete the reintegration meeting when the student returns to Hillcrest. As above, it may be agreed with the student and parent at this meeting that a more phased return into lessons is appropriate and additional support accessed in the pastoral hub or Learner Support team.

Other schools in the Oaks Collegiate will refer students to the Sharing Panel and they will complete Passport placements at Hillcrest. It is our responsibility to ensure that all aspects of the Passport programme (as outlined above) are adhered to by staff at Hillcrest.

Off-Site Direction (Managed Move)

Students who continue to experience behavioural issues, despite previous behavioural interventions, may be referred to the Sharing Panel to arrange a **OSD** placement at another school in the OAKS Collegiate. A OSD placement a planned intervention and is used to initiate a process which leads to the transfer of a student to another mainstream school.

This student is expected to be taken on roll at the placement school within 12 weeks. However, with the agreement of the home, placement school and parents, the placement could be extended to 18 weeks if the student experiences any behaviour difficulties during the initial 12 weeks. The student would, however, still officially remain on roll at Hillcrest until a decision was reached with the placement school to officially place the student on their roll.

OSD placements will be considered under the following circumstances:

- A student has persistently failed to follow the school's behaviour policy despite the tiered intervention / support outlined in the school behaviour policy;
- A student attended another school on a passport placement but their behaviour has not improved since returning to Hillcrest;
- A student is involved in a serious breach of the school rules and their actions have put the safety of staff and other students at risk;
- A student who has received 10 or more C3 consequences in an academic year;
- A student has received multiple fixed period internal and external suspensions; and/or
- A student who is at risk of permanent exclusion.

As part of the process, our OSD Co-ordinator and the OAKS Behaviour Co-ordinator will meet with the student and parent / carer to discuss the reasons for and benefits of the managed move and secure consent from the parent / carer. The Deputy Headteacher (Pastoral) and OSD Co-ordinator will then attend a Sharing Panel meeting where a decision will be made on the most appropriate placement school. Various factors will be considered when agreeing the most appropriate placement school:

- Distance from the family home;
- Level of behavioural support schools can provide based on needs of the student;

- Historic or current issues with students currently attending the proposed school; and
- Nature and extent of any safeguarding issues and support required.

The OAKS Behaviour Co-ordinator will lead an initial induction meeting at the placement school and targets will be agreed, using the 'Sharing Panel Mentoring Form' and 'OSD Contract', for the student to achieve during the first phase of the placement, as well as outlining the support that will be provided by the placement school. During this meeting relevant behavioural, learning and safeguarding information will be shared by the Deputy Headteacher (Pastoral). The OAKS Behaviour Co-ordinator will ensure that school uniform is provided for the student as part of the OSD process.

The placement school will invite parents/carers, the OSD Co-ordinator and the Oaks Behaviour Co-ordinator to a review meeting after the initial 6-week period and at the end of the 12-week period. The placement school are expected to offer the student a permanent place at the end of the 12-week period or a further 6-week extension before offering the permanent place.

The placement school will complete a weekly review, using red, amber and green traffic lights, which will be shared with the OSD Co-ordinator at Hillcrest. If the review is highlighted as amber the placement school will organise an internal review meeting with the student, parent/carer and OSD Co-ordinator. If the review is highlighted as red, the placement school will organise an emergency managed move review meeting, chaired by the Oaks Behaviour Co-ordinator, during which a decision will be made on whether the placement will continue. If it is agreed that the placement will continue, a new set of targets will be formally agreed and monitored closely by staff at the placement school.

The placement school does have the right to terminate the OSD placement for serious breaches of their behaviour policy. Under these circumstances, the Headteacher at the placement school will contact the Headteacher at Hillcrest, who will then notify the parents/carers of the placement school's decision to end the OSD placement. At this stage the placement school will complete an 'End of Placement Report' to highlight any strengths and positives that can be taken from the placement, along with any behavioural, attendance and punctuality concerns, that led to the decision to terminate the placement

When the decision has been made to terminate the managed move, the Headteacher at Hillcrest and OAKS Behaviour Co-ordinator will meet with the student and parents / carers to investigate other possible OSD placements either in the OAKS Collegiate or cross city, or other forms of alternative provision. The student will not necessarily return to Hillcrest during this time, and it is the responsibility of the OAKS Behaviour Co-ordinator to make alternative provision between OSD placements. If it is deemed appropriate for the student to return to Hillcrest, the student and parent/carer will be expected to sign a 'Behaviour Contract' and attend regular review meetings as required with the Deputy Headteacher. Additionally, Hillcrest School may deem it appropriate to issue the student with a fixed term suspension for their behaviour at the placement school or consider a permanent exclusion based on their previous suspension record at Hillcrest and the nature of the behaviour at the placement school. As outlined in the previous section, students returning to Hillcrest from an OSD placement will engage in a behaviour support programme delivered by our pastoral team and may be based in the pastoral hub for a fixed period before being phased back into full-time lessons.

Other schools in the Oaks Collegiate will refer students to the Sharing Panel and they will complete OSD placements at Hillcrest. It is our responsibility to ensure that all aspects of the OSD programme (as outlined above) are adhered to by staff at Hillcrest.

Section 13 - Governors Behaviour Panel

Parents / carers will be invited into school to meet members of the Governing Body to discuss on-going concerns about their child's behaviour in either in school, online or in the community. As part of this process parents / carers may be required to agree a 'Parent Contract' as part of their commitment to work with the school to support their child and their conduct at school. Parents/carers may be required to attend a Governors Behaviour Panel meeting under the following circumstances:

- Student fails to attend 10 x detentions in an academic year
- Student receives 3 x fixed Term suspensions in an academic year

- Student receives 6 x C3 consequences in a term
- Student receives 10 x C3 consequences in an academic year
- Student is late to school 25 times or more in an academic year

Section 14 – Suspensions

The Headteacher may suspend for one or more fixed periods (up to a maximum of 45 school days in a single academic year).

The Hillcrest School will commit to securing an alternative form of education if a student is suspended for more than five consecutive school days for the one incident or consecutive suspensions that last for more than five consecutive school days. For example, the student may be required to attend another school to work in isolation for the remainder of the term of the suspension. Appropriate schoolwork will be set for students to complete via ClassCharts and will be marked by teachers.

A suspension can also be for parts of the school day. For example, if a student's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. Lunchtime detentions are counted as half a school day.

The Headteacher and Deputy Headteacher are responsible for authorising suspension paperwork. It is the College Learning Leader's responsibility to complete the suspension paperwork and ensure that appropriate witness statements are supplied to support the content of the suspension paperwork. The student in question will have the opportunity to provide an overview of their interpretation of events verbally and in writing. This information will be considered by the Headteacher considering their age and understanding. If the student refuses to provide a verbal or written statement, this will be noted by the Deputy Headteacher (pastoral) on the suspension paperwork.

The Headteacher will apply with 'civil standard of proof' when making this decision, ie – on 'the balance of probabilities' it is more likely than not that a fact is true. Students will either receive an internal suspension (Reflection Room) or an external suspension (at home) for a fixed period. The decision on the length of the suspension will be made by the Headteacher based on the nature and seriousness of the incident. However, the number and length of previous suspensions may be used to consider the length of the suspension issued by the Headteacher.

There is no definitive list of circumstances that may result in a suspension from school. However, acts of physical aggression towards other members of the school community (students and staff); using or threatening to use an offensive weapon or other prohibited items; verbal abuse or threatening behaviour towards other members of the school community (students and staff); bullying; using racist language or undertaking racially motivated actions; abuse against sexual orientation or disability; behaviour in the community that brings the school into disrepute; smoking / vaping on the school site; and posting images of a member of the school community on line without their consent, will result in a suspension from school and /or permanent exclusion.

The school reserves the right to issue a suspension for any behaviour that falls below expectations outlined in our 'Getting It Right' policy and brings the reputation of the school into disrepute, including behaviour online, out of school, during passport or off-site direction placements or in the community, including evenings, weekends and school holidays. Inappropriate behaviour out of school, particularly but not exclusively while wearing the Hillcrest school uniform, will be deemed as damaging to the reputation of the school.

After the suspension has been agreed by the Headteacher, parents / carers will be contacted by telephone to explain the length of and reasons for the suspension. This will be supported by a letter sent home to parents / carers clearly outlining the length of and reasons for the suspension. At each stage of the process the student will be informed of the actions taken, reasons for these actions and timescale for their reintegration back into school, if applicable.

The Designated Safeguarding Lead (DSL) will contact appropriate external agencies to notify them of a decision to suspend a child potentially at risk, i.e. – Social Care, Virtual School, Youth Offending, and

Family Support Teams.

Parents / carers will be requested to attend a reintegration meeting with the Deputy Headteacher (Pastoral) before the student returns to school. During this meeting the student and parent/carers may be required to agree the terms of a 'Behaviour Contract' and/or 'Behaviour Support Plan' to outline key expectations when the student returns to school. This contract will be reviewed in the initial 4-6 weeks, and parents/carers will be required to attend review meetings, as agreed in the initial contract. As part of the reintegration back into school, the student will be required to engage in a behaviour support programme delivered by our pastoral team / Foundations for the Future mentor and may be based in the pastoral hub for a fixed period before being phased back into full-time lessons. Alternatively, a part-time timetable may be considered for a short period of time to reintegrate the student back into the school community.

Parents/carers will be requested to attend a formal meeting with the Headteacher if a student is suspended from school twice in an academic year and 'Governors Behaviour Panel' meeting with the Chair of Governors if a student is suspended from school three times in an academic year. As part of this process, students will be required to access support from the City of Birmingham School Outreach Service and/or commence an Off-site direction placement at another Oaks School to avoid further suspensions that may lead to a permanent exclusion.

As outlined in the DFE 'Mental Health and behaviour in schools' (November 2018), when considering suspending a student, we will always consider any contributing factors that are identified, which could include where the student has mental health problems. Where appropriate, we will consider if action can be taken to address underlying causes of disruptive behaviour before issuing a suspension. This is particularly important when assessing the impact of adverse childhood experiences on a student's mental health, emotional well-being and behaviour. However, in all cases, we will attempt to balance the interests of the student against the mental and physical health of the whole school community. This policy should be read in conjunction with our 'Positive Mental Health' policy.

Section 15 - Permanent Exclusion

The school will permanently exclude a student from school for a serious breach of the school's behaviour policy, including behaviour out of school and online. Examples can be found on page 33 of this policy. However, the list of examples is not exhaustive. In addition, a student may be permanently excluded from school for a cumulative number of fixed term suspensions issued because of their behaviour in school, online and in the community.

The Hillcrest School will endeavour to put support strategies in place to ensure that a student is not in danger of being permanently excluded. Any decision to permanently exclude a student will be taken to the Governors for formal approval. The school will follow guidance from the Local Authority in all cases of Permanent Exclusion. The school will immediately notify allocated social workers, family support workers, virtual school key workers or SENAR (students with EHCP) of a decision to permanently exclude a student, as required.

The Headteacher will ensure work is set and marked for students during the first five school days and will communicate with the City of Birmingham School to make alternative provision for the student's education from the sixth day onwards.

The Headteacher may cancel a permanent exclusion that has already begun but this must be done where it has not yet been reviewed by the Governing body. Parents, the local authority and any allocated Social / Family Support Workers will be notified immediately, and the student should be allowed to return to school, with support as outlined previously for students returning from suspensions.

Permanent Exclusion Off-Site Direction placements

As a member of the Oaks Collegiate, we work closely with our partner schools to minimise the risk of students being permanently excluded from school for a 'one-off' incident where the behaviour displayed is 'out of character' for the student in question.

A Permanent Exclusion Off-Site direction placement gives a student the opportunity to move to another

OAKS Collegiate school for a 20-week placement. If the placement is successful over the 20-week period, the student will be taken on roll at the placement school and avoid being permanently excluded at Hillcrest. If, however, the placement is terminated at any stage of the 20-week period for a serious breach of the school's behaviour policy, Hillcrest will continue with the permanent exclusion. During this 20-week period, the student will be dual registered at both schools. Alternatively, the school could explore an off-site direction placement at a registered Alternative Provider, which could be a full-time placement or temporary part-time basis, depending on the needs of the student.

The process for PEX OSD follow the same process for managed moves in terms of organising, reviewing and terminating the placement.

The school will follow all safeguarding guidance to monitor and ensure the safety of students at alternative provision sites, in line with procedures outlined in our Child Protection and Safeguarding policy.

Section 16 – The Reflection Room

Students may be required to spend a period in the Reflection Room for several reasons, including:

- They have received a C3 for behaviour in lessons or around the school at break / lunchtimes;
- They have been asked to write a statement about an incident that has taken place in school or the community, pending further investigation;
- They have been internally suspended for a specific reason;
- They have been internally isolated for a specific reason (ie – failing to attend a detention, failing to meet targets agreed on a Stage 3 SLT monitoring report, etc)
- Staff have unsuccessfully attempted to contact parents to collect their child from school for behavioural issues or a fixed term suspension;
- Staff feel they need 'time out' to compose themselves as a result of a specific incident;
- They have failed to comply with school uniform expectations;
- They have failed to give their mobile phone to a member of staff if it was visible in school; and
- They have damaged school property.

As outlined in Positive Environments where children can flourish', March 2018 (Ofsted), we will endeavour to always protect the rights and dignity of students in the Reflection Room. We recognise that some students may feel vulnerable and anxious if they feel they are locked in the room. Therefore, we will ensure that the door to the room is open while there are students in the room. However, as outlined in section 14, any member of staff on duty in the room has the right to physically restrain a student from leaving the room if they feel the student poses a risk to their own personal safety or the personal safety of the members of the school community. Staff on duty in the Reflection Room have access to a telephone to ring a member of the Senior Leadership or Pastoral teams if they require assistance with the behaviour of any student in the room.

Section 17 - Physical Restraint and restrictive interventions

In February 2025 the DFE published a revised version of 'Use of Reasonable Force and other restrictive interventions' guidance. In line with this guidance all members of school staff have a legal power to use reasonable force and/or other restrictive interventions. The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. (Refer to 'Care and Control Policy' for further details).

Restrictive Interventions:

This refers to any planned or reactive action which limits a pupil's movement, liberty or freedom to act independently. They may include the use of reasonable force. They may include use of equipment, medication or seclusion.

Restraint:

This refers to a form of restrictive intervention involving direct physical contact and force where the intent is to prevent, restrict, or subdue movement of the body, of part of the body, of a pupil. Restraint may involve the use of reasonable force.

Reasonable Force:

There is no legal definition of “reasonable force”, so it is not possible to set out comprehensively when it is reasonable to use force; or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case. ‘Reasonable in the circumstances’ means using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

The guidance is clear that any member of staff may use ‘reasonable force’ to physically restrain or restrict a student under the following circumstances:

- remove disruptive children from the classroom where they have refused to follow instructions leave the classroom;
- prevent a student behaving in a way that disrupts a school event, trip or a visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another pupil, or to stop a fight in the playground;
- if there is suspicion a student is in possession of a legally prohibited item; and
- restrain a student at risk of harming themselves through physical outbursts.

When using reasonable force and/or other restrictive interventions, staff should consider and assess the following factors:

- Whether it is likely to successfully reduce the relevant risk, or whether its use would escalate the situation further or cause more harm than the consequences of the behaviour that it intends to address;
- The impact on the pupil’s overall welfare, balanced against the actions taken. For example, children with adverse childhood experiences, medical conditions, communication difficulties or sensory impairments, may find its use distressing;
- Staff should seek to maintain respect for a pupil’s dignity. For example, an intervention in front of the child’s peers; and
- Staff should seek to understand how the pupil is feeling and use this information to determine whether the use of reasonable force and/or other restrictive interventions should be, or could be, applied, reduced or stopped.

As outlined in ‘Positive Environments where children can flourish’, March 2018 (Ofsted), protecting the pupil’s rights and dignity will be taken into consideration by staff when determining the need for and level of physical intervention required.

In line with ‘Keeping Children Safe in Education’ (2024), as a school, we will consider the risk of using physical restraint or isolation for pupils with SEND given the additional vulnerability of pupils in this cohort. As part of our positive planning and proactive behaviour support, we aim to reduce the occurrence of risky behaviour and the need to use restraint.

Section 18 – Searching, Screening and Confiscation

The Headteacher has the right to search a student or their possessions where they have ‘reasonable grounds’ to suspect that the student may have a prohibited item, or any other item that the school rules identify as an item which may be searched for. Staff at Hillcrest School follow the DFE Searching, Screening and Confiscation Advice for Schools, July 2022.

Staff members carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or students

- is prohibited, or identified in the school rules for which a search can be made
- is evidence in relation to an offence.

The list of prohibited items is:

- knives and weapons
- Anything that could be used as a potential weapon (ie – piece of sharp glass, metal combs)
- alcohol;
- illegal drugs and drugs-related paraphernalia;
- stolen items;
- fireworks;
- any article that the school reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury to, or damage to property of; any person (including the student)
- an article specified in regulations including tobacco, cigarettes, cigarette papers, e-cigarettes, vapes;
- pornographic images.

The Headteacher **will** add other items to the prohibited list if they consider such items to be a potential risk to the safety of the school community or detrimental to the day-to-day running of the school.

Only the Headteacher, or members of staff authorised by the Headteacher, can carry out a search. In such circumstances the use of reasonable force is permitted but the decision to use reasonable force will be made on a case-by-case basis. The law states the member of staff conducting the search must be of the same sex as the student being searched. There will always be another member of staff present as a witness to the search. Staff may search a student's outer clothing, pockets, possessions, bags or lockers. Outer clothing means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves. The possessions will only be searched in the presence of the student. A metal detector may be used to assist the search, as required.

The school has the right to search for any item if the student agrees. The members of staff carrying out to authorise the search will ensure the student understands the reason for the search and how it will be conducted and give them the opportunity to ask any questions about the search. The school will consider the age and needs of the student at this stage, including those with specific individual needs and/or special education needs.

If the student is not willing to agree to the search, they should remain supervised and isolated from other students. Parents will be contacted to secure their support for the search to be completed and will be invited into school to observe or participate in the searching process. The Headteacher will consider whether it is appropriate to use reasonable force to conduct the search, particularly if the search would prevent the student from harming themselves or others, damaging property or from causing disorder. Failure to co-operate with the search will be managed in line with the school behaviour policy and a fixed term suspension will be issued.

If necessary, the Headteacher will contact the police to request support. Strip searches on the school premise are allowed but can only be carried out by police officers. Before calling the police into school, the Headteacher and DSL will assess the risk of a potential strip search on the student's mental and physical well-being and the risk of not recovering the suspected item. Once on the school site the decision on whether to conduct a strip search lies with the police and the school will act as an advocate for the safety and well-being of the student. Parents will be informed by the DSL once the strip search has taken place.

After the strip search has been completed, the student will receive appropriate support, irrespective of whether the suspected item is found, to help them to deal with the experience of being searched. A referral to Children's Social Care or Early Help will be considered by the DSL. If an item is found, the police will take relevant action, and the school will follow the guidance outlined in the policy for either a fixed-term suspension or permanent exclusion.

All school searches for prohibited items and all searches conducted by police officers will be recorded on

CPOMS, including whether or not an item is found.

Parents will be informed of any search for a prohibited item that has taken place, and the outcome of the search, including any items confiscated.

Section 19 – Managing Incidents Off-Site

It is our responsibility to ensure the safe, orderly departure of students from the school site and area immediately surrounding the school during the school day. On rare occasions there may be incidents that put students and staff at risk of harm and require communication and a co-ordinated response from police colleagues.

Staff may become aware through student feedback that an incident of crime or anti-social behaviour is being planned to take place at the start or end of the school day (i.e. – fights between students and/or members of the public). Before reporting a foreseeable incident to the police, the Deputy Headteacher (Pastoral) will:

- gather as much information as possible, including the names of those involved, locations and work to resolve the issue in school using our behaviour policy;
- risk assess the likelihood of the incident taking place;
- risk assess the potential level of harm to the people involved;
- consider any additional threats i.e. – ascertain if any of the students involved have gang affiliations;
- speak to those involved in an attempt to diffuse the situation;
- inform parents/carers of the potential risk;
- consider allowing students potentially involved to arrive late to school or leave early; and
- if the risk is high, consider decisions in conjunction with our 'Lockdown' policy.

If the Headteacher considers police involvement would be appropriate and proportionate, the school will contact the police to report the concern and request support. The Headteacher will escalate through the police command structure if expressed concerns are not actioned by the police.

Occasionally, incidents may occur outside school that are unforeseen or have escalated quickly. On these occasions, the school will contact the police immediately and request an emergency response.

A member of the Senior Leadership Team is on duty outside the school gates each morning and a minimum of two members of the Senior Leadership Team are on duty outside the school gates at the end of each day. During an incident, whether foreseen or unforeseen, any members of staff on duty and present at the time, have the authority and responsibility to use 'reasonable force' techniques and take necessary actions to ensure the safety of students, other members of staff and the community involved in or witnessing the incident.

Section 20 - Support Systems for Staff

All staff have a responsibility to promote and maintain positive behaviour in school. Guidance is provided for staff on strategies they can employ to promote positive behaviour and respond to misbehaviour. At times, staff may feel that they cannot cope with a particular problem, ie – on-going student behaviour issues linked to bereavement or trauma. At these times they will receive support, additional advice and supervision, as required.

Staff may seek support and advice from a variety of sources within the school, e.g., from a trusted friend or colleague. This 'low level' support is encouraged actively, because sharing a problem is a sign of confidence, not an admission of failure. Support will also be available from Learning Managers or College Leaders depending on the nature of the difficulty.

If a student has a Special Educational Need rather than additional needs, formal and informal support is also available via the school's SEN system. In this case a referral can be made to the school's SENCO. This may lead to the pupil and the member of staff benefiting from extra in-class support. The Deputy Headteacher (Pastoral) coordinates specialist support from external agencies that provide additional advice

on managing of students' behaviour.

The school supports staff through continuing professional development, and the CPD Co-ordinator arranges training for departments, form tutors or individual members of staff looking to develop their behaviour management skills. Behaviour is monitored through;

- daily analysis of department C2 and C3 data by Deputy Headteacher (Pastoral), College Learning Leader and Learning Manager
- analysis of 'Getting It Right' data each half term to identify trends and patterns in the behaviour of form groups, sub-groups and individual students
- updates and review of Individual Behaviour Plans
- discussions on behaviour at weekly year team briefings and pastoral meetings
- analysis of suspensions each half-term

Section 21 - Support Systems for Parents / Carers

The Hillcrest School is keen to facilitate effective and on-going parent/carers support for all its policies and practices. Parents and carers who express concern to the Form Tutor or College Learning Leader about managing the behaviour and attendance of their child are offered support from a range of services coordinated by the Deputy Headteacher (Pastoral). In addition, we are always striving to increase the range of support we offer students and their families by working with services from the voluntary sector.

Parents / carers will receive daily updates on the number of positive points and negative GIR consequences through the ClassCharts App.

If school staff have concerns about a student's behaviour, parents and carers will be informed about these concerns at the earliest opportunity and invited to look, together with the school, for a solution to the problem. This process will always respect the opinions and situation of the family, student and the school.

Parents / carers will receive a letter if their child is placed on report by either their form tutor or College Learning Leader. The letter will clearly explain the length of the report period and the reasons why the student was placed on report. Parents / Carers will also receive a letter if their child receives a C3. This letter will clearly outline the reasons why the student was removed from lesson.

We will do our best to engage parents and carers who are hard to reach through a range of additional measures including, where appropriate, Family Connect and Early Help process.

The school will make this policy available to parents and carers in a user-friendly and accessible format on the school website. Access to students' confidential records is available with reasonable notice. The school will provide opportunities for parents and carers to contribute to the school's policy and strategies for promoting positive behaviour and attendance. This will be through participation of the PTA (Friends of Hillcrest), communication through the website, the advice of Parent Governors, the involvement of parents/carers in school support activities, cultural and social events and other activities that promote positive partnerships between the school and the wider community.

Section 22 - Monitoring

Our Behaviour Policy and Procedures will be monitored and evaluated by:

- Governing body visits to the school and meetings with the Safeguarding team
- Annual Governors Safeguarding report
- Weekly safeguarding team meetings to review support for vulnerable students
- Feedback on behaviour issues at SLT meetings
- SLT 'drop ins' and discussions with children and staff
- Pupil survey and questionnaires
- Scrutiny of range of risk assessments
- Logs of bullying / racist / homophobic / child-on-child behaviour incidents

Section 23 – Review

This policy will be reviewed annually by Steven Connor-Hemming (DHT Pastoral)

Policy updated: March 2025

Review Date: September 2025

Appendices

Appendix 1 – Getting It Right procedures

Hillcrest School

A Specialist Maths & Computing College and Sixth Form Centre



Principles

Choice

Choices lead to Actions, actions lead to Consequences

Praise

Get your point – Keep your point – Get it Right!



"It is all about
choice and praise"

Getting It Right
engaging the community



**Aim for a minimum of:
96% GIR Points**



Getting It Right

®



Student Code of Conduct

- No talking when the teacher is
- Follow instructions the first time
- Do not disrupt the learning of others
- Respect for all - in lessons and around school

STEPS



- **S - Sit up straight**
- **T – Track the teacher**
- **E – Effort**
- **P – Participate**
- **S – Silence when the teacher is talking**



Getting It Right Rewards



There will be various rewards activities at different stages of the year to celebrate students who have met the GIR expectations:

October half-term

Christmas

Easter

July

Students must keep a **minimum of 96% GIR points** and have **attendance over 95%** during **each half-term / term** to earn a place at the GIR rewards .

However, students **will not be allowed to participate** in the activity under the following circumstances even if they achieve 96% GIR and have attendance above 95%:

- If you receive 2 or more C3s during the half-term / term.
- If you are suspended from school during this half-term / term.
- If you are late to school more than 5 times during this half-term / term
- If you fail to attend 2 more detentions during this half-term / term.



Getting It Right Awards

Students will be awarded certificates to reflect the GIR achievements at the end of each term and overall at the end of the year. The awards will be tiered to acknowledge the levels of achievement and engagement in lessons:

GOLD AWARD = student achieves 100% GIR points

SILVER AWARD = student achieves 98 - 99% GIR points

BRONZE AWARD = student achieves 96 - 97% GIR points

Bonus Points



Academic Bonus Points

Students can earn **Academic Bonus Points** in lessons for:

- Excellent effort.
- Excellent standard of work.
- Excellent participation in lessons.
- Excellent behaviour and attitude to learning in lessons.
- Excellent quality of extended learning.
- Excellent progress with reading.
- Outstanding progress or achievements in assessments.
- Significant improvements in the areas above.

Community Bonus Points

Students can earn **Community Bonus Points** to recognize contribution out of lessons for:

- Participating in extra-curricular activities.
- Representing the school in the community, ie – sport team, quiz team.
- Role as a Prefect or member of School Parliament.
- Role as a Peer mentor.
- Participating in school events, ie – student receptionist, tour guide at Open evening or visiting primary school.
- Being helpful to others in the school community

Hillcrest Superstar



This is the highest level of reward we have at Hillcrest. A Hillcrest Superstar will be someone who at the end of the year –

- **Earns a minimum of 96% GIR points**
- **40 or more Academic Bonus Points**
- **15 or more Community Bonus Points**
- **Attendance above 95% in at least two terms**

Hillcrest Superstars will receive a special certificate and their names will be displayed on a Roll of Honour. They will also be awarded with a special Headteacher's tie – one which is a different design to the rest of the school's tie.

Barriers to learning in the classroom	WARNING	C1	C2	C3
Negative Attitude to learning 1 in lesson	Name on Board			
Negative Attitude to learning 2 in lesson	Name on Board	Loss of GIR point		
Negative Attitude to learning 3 in lesson	Name on Board		30-min detention	
Negative Attitude to learning 4 in lesson	Name on Board			RR & 60 min detention that day
Examples of negative attitudes to learning that warrant a warning and C1: <ul style="list-style-type: none"> Talking while teacher and/or other students are speaking Talking while class have been asked to work silently / quietly Not listening or paying attention while the teacher and/or other students are talking Lack of effort and failure to complete satisfactory amount of work in lesson Deliberately distracting other students Chewing or eating in lesson / drinking in lesson Failure to have the correct equipment- pen, pencil, ruler/knowledge organiser/exercise book/materials Failure to track the teacher in the lesson and/or not concentrating on the learning Wearing coat in classroom Failure to follow an instruction after an initial warning given by teacher 				

Issuing a C2

Barriers to learning in the classroom	Warning	C1	C2
Arriving 5 minutes or more late to lesson without a note from a member to staff to explain why they are late to lesson			30-min detention
Speaking inappropriately, questioning staff and failure to follow instructions on more than one occasion , ie - refusal to move seat, questioning consequences issued, refusal to do work, refusal to stop talking, saying 'no' to teacher, ignoring teacher, refusal to face the front.			30-min detention
Preventing the teacher from delivering the lesson , ie – persistent shouting out, persistent talking, excessive laughing, talking over the teacher, persistently distracting other students, throwing object around the room			30-min detention
Shouting inappropriately and unnecessarily across the classroom to another student			30-min detention
Continuous lack of effort and failure to complete classwork to the expected standard (over a number of lessons)			30-min detention
Entering the classroom inappropriately Failure to wear school uniform appropriately in lessons			30-min detention
Continuous poor organisation – regular failure to bring correct equipment, exercise book, textbooks, knowledge organisers to lessons (over a number of lessons)			30-min detention
Staff to issue C3 if student continues with any of the above forms of behaviour after receiving a C2			

Issuing a C3 (Sent to Reflection Room & 60 minute detention that day)

Barriers to learning in the classroom	Warning	C1	C2	C3
Mobile is visible in lesson/around school or student rings member of family during the school day (C3 issued but student will not be sent to Reflection Room if they hand phone over) Refusal to hand over mobile phone or other inappropriate items to teacher (student sent to Reflection Room and external suspension issued)				Send to Reflection Room – 60 minute detention
Persistent failure to follow instructions, defiance to staff, using inappropriate language or being verbally abusive towards a member of staff or another student , ie – student attempts to change consequence on board; swearing; excessive rudeness to staff; multiple failures to follow instructions; refusal to remove eyelashes, piercings, jewellery; verbal threats of physical violence; using derogatory language (racist or homophobic comments); or inappropriate comments about others				Send to Reflection Room 60 minute detention
Physically aggressive towards a member of staff / another student, ie – student involved in fight with another student				As above
Damaging school property or the personal property of staff / another student, ie- graffiti on tables, ripping pages out of books				As Above
Displaying behaviour that is deemed to be dangerous to their own personal safety and other members of the class.				As Above
Sending inappropriate comments online Failure to bring PE kit and refusal to use school-loaned kit Truanti g from school, lesson or form period				As Above
Refusal to go to Reflection Room = student suspended at home				



C2 - Behaviour out of lessons

There are no warnings for misbehaviour around school – **C2 detention** is given for..

- Running or making inappropriate noise in school
(if a student continues to run and fails to stop / refuses to give their name a C3 must be issued)
- Taking food out of the canteen and eating food / drinking in the corridors
- Walking around the school in big groups of students (ie- 10 or more)
- Standing in big groups in student entrance and preventing others entering
- Dropping litter in the corridors or on the school fields
- Walking round school with headphones in and visible
- Walking on school field at end of the day rather than using designated footpath
- Being in the wrong toilet (not including lesson times)
- Pushing in the dinner queue
- Failure to tidy up their food / tray / plates in the canteen*
- Wearing uniform inappropriately

***The Canteen reserve the right to refuse to serve any member of the school community**

C3 – Behaviour out of lessons (60 minute detention that day)

- If a student uses **inappropriate language** towards another student or member of staff
- If a student displays **aggressive behaviour** towards another student or member of staff
- If a student **refuses to follow any instructions**, ie – refuses to move away from student entrance, refuses to disperse from any bigger groups walking around school, refuses to leave if they are in the wrong form room, fails to line up correctly, persistently refuses to wear uniform appropriately or removed unauthorised items (ie – eyelashes, piercings, jewellery), goes to unauthorised areas during the school day, walks away from teacher, refuses to give name to a teacher, etc
- If a student displays **dangerous behaviour** around school, ie – unacceptable levels of noise out of lessons, throwing water inside the building, damaging school property, running in the corridor and refusing to stop, pushing or jumping over other students, etc
- **If a student has mobile phone visible during the school day** (suspension if student refuses to hand mobile to the member of staff)
- If a student is found in the **wrong toilets** during lessons, breaktimes, lunchtimes or at the start/end of the school day.
- If a student is in the **same toilet cubicle** as another student(s)
- If a student **truants** from lesson or form period, ie – out of lesson without permission from member of staff, walking around school, hiding in toilets, etc.

Suspension

Circumstances that will result in an suspension	C3	SUSP
Any form of physical violence or fighting in school or out of school while wearing the school uniform, even if you are provoked into fighting (ie – community, bus, city centre) – this also includes inciting violence between other members of the school community	→	→
Refusal to hand mobile phone or other inappropriate items to a member of staff, ie - jewellery	→	→
Verbal abuse (including online) and/or physical aggression towards a member of staff	→	→ PEX
Making derogatory, racist, homophobic, sexist comments about a member of the school community or inciting hatred towards individuals / groups in written form, verbally or on-line (in school and out of school)	→	→ PEX
Inappropriate use of social media in or out of school, ie – recording people or incidents in school, posting images or videos without permission, any form of cyber-bullying or inappropriate comments about the school, members of staff, another student/family, or recording and posting a physical fight,	→	→ PEX
Smoking, vaping or drinking alcohol on the school site, in possession or under the influence of these items or being with other students caught smoking / vaping / drinking on the school site	→	→ PEX
Behaving inappropriately in the community and bringing the school into disrepute, ie –swearing at the school gates, stealing from shops, disruption on public transport	→	→
Theft or damage to school property, ie – breaking windows, graffiti in toilets, flooding toilets, deliberate damage to equipment	→	→
Bringing drugs on to the school site – under the influence of drugs in school, using drugs in school, dealing drugs in school, being in possession of drugs-related items	→	→ PEX
Bringing object on to the school site that may be deemed as a dangerous weapon, ie – gun, knife, blade, sharpened glass	→	→ PEX

Mobile Phone policy



Students are not allowed to use their mobile phone **anywhere** on the school site at any time of the day.

Action

Students have their mobile phone visible or are seen using their mobile phone anywhere in school (including school drive at start or end of day)

Consequences

Student hands over phone = 60-minute detention issued.

Student refuses to hand over mobile phone = sent to Reflection Room and issued with one day suspension at home

Mobile phones will be **confiscated** and kept in school safe **until parents come to collect phone.**

Students will be required to hand their phone into main reception at the start of each day for **five days** when they return to school after a suspension at home. **Refusal to do so will result in a further suspension at home.**

Mobile Phone Policy



Actions

Student uses their mobile phone to take a photograph, video or record a member of staff in lesson or anywhere around school.

Student uses their mobile phone to record another student without their knowledge and/or permission.

Student creates and/or shares videos or memes about a member of staff or another student.

Student posts or shares images / videos / voice recordings of staff or other students on any form of social media.

Consequences

Student may receive a **suspension up to 10 days**, be placed on a **managed move** or be **permanently excluded** from school.

This will permanently remain on their school record.

