

# Hillside High School

Hillside  
High School

*Excellence in the Heart  
of the Community*

## Behaviour for Learning Policy March 2026



FERVET OPTIS

<b>School:</b>	Hillside High School
<b>School Link</b>	Julia Anderson-Nicholls
<b>Date of Governing Body Review:</b>	March 2026
<b>Next Review Due:</b>	March 2027
<b>Signed:</b>	
<b>Chair:</b>	Mike Cunliffe
<b>Principal:</b>	Amanda Ryan

## Mission Statement

Hillside High School has a wholly pupil-centred ethos. We believe that every pupil has the right to make and exceed the progress of which they are capable of in a safe, positive and calm learning environment. Creating outstanding behaviour for learning is the collective responsibility of all staff and to achieve this success, consistency must be applied by all. In addition to making and exceeding progress, pupils should also be encouraged to become young adults with the core principle of respect – which should be shown to others within the school community, the building, school property and the wider community.

At Hillside we believe that fostering positive relationships between pupils, staff and parents/guardians is the key to success. Everything we aim to do as a school should be underpinned by encouraging and nurturing positive relationships between all members of the school and wider community.

Every pupil has the right and responsibility to learn and every teacher has the right and responsibility to teach. The aim of the policy is to provide comprehensive guidelines for pupils, staff and parents. Pupils should know how to successfully manage their own behaviour and staff should support pupils in doing this by creating a positive learning environment.

All staff have a corporate responsibility to embrace and follow this policy.

## Aims

- To seek to promote a respect for learning and to encourage an awareness of education as a lifelong process.
- To create a development in which all members of the school community are encouraged to develop their maximum potential.
- To encourage respect for the needs and feelings of others.
- To embrace a philosophy, at both an individual and whole school level, of continuous improvement.

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

For the purpose of this policy, the term 'parent' includes adults who are in a parenting role, for example, step-parents, foster-parents, adoptive parents, guardians and carers. Also, the terms 'child/pupil' and 'children/pupils' are interchangeable.

## Staff Responsibilities

Within the classroom, the teacher has responsibility for the discipline of the class. The teacher should be assertive and proactive in seeking to develop positive relationships and effective learning. The teacher should frequently refer to **The Hillside Way (Appendix 2)** to maintain these standards.

All teachers have a responsibility to correct breaches of discipline if these come to their attention at any time and in any place. In serious cases, or where a serious offence has been committed, referral should be made immediately to a senior member of staff.

Within the school, we aim to create a positive and supportive teaching and learning environment. We encourage pupils to recognise the benefits, to both themselves and others, of good conduct, co-operation and application to study.

## Class Charts Monitoring and Logging System

Class Charts is an online system which teachers use to track pupil attendance, homework and achievement and behaviour throughout the school day. We believe in working closely with parents/guardians. The benefit of using Class Charts is that we are able to securely share pupil(s) behaviour and achievements, attendance records, weekly timetable and assigned homework tasks, which can help all stakeholders keep up to date in real-time.

## Positive conduct management

If we are to achieve the above aims, everyone in our community must be encouraged to work together. We are committed to developing a positive climate which places learning as the number one priority and reinforces the need to teach and model good conduct and social skills.

We believe that a strong ethos of achievement and good conduct comes from us all working together within a clear framework. Every member of staff has a responsibility to uphold the procedures outlined in this policy. As summarised below in the staff commitment to 'The Hillside Way'.

**In order to be an effective teacher** at Hillside High School I will ensure that:

- I organise all my teaching resources in advance.
- I am punctual to all lessons and greet my class at the door with a smile and make a punctual start to learning.
- I will stand at the door for no longer than two minutes directing pupils to begin lesson with the following instruction "date, title, retrieval". I refer to learning e.g. "learning has started".
- I take the register at the start of the lesson. This should be happening two minutes into lesson whilst pupils are in silence working on retrieval.
- Latecomers – I will clearly refer to the fact they are late, learning has started, number of minutes late. I will add this on Class Charts for monitoring.
- Three minutes before end of lesson, I will tell pupils to start to tidy up and pack away. Pupils should be in silence. Retrieval should be set up for next lesson.
- I ask pupils to stand behind their chairs and check their uniforms (including not wearing jewellery and outdoor coats) before dismissing the class a table at a time.
- Between lessons I actively supervise the movement of pupils around the building.

- I plan out social dynamics for group and paired work.
- I prepare a seating plan that is adhered to every lesson.
- I ask pupils to make their pencil case visible on the desk.
- I ensure that pupils are completing their work to the highest standards of presentation.
- I run an orderly lesson and don't allow pupils to shout out.
- I have clear and consistent boundaries with sanctions that follow the school's policy.
- I keep the learning environment suitable for my pupils and for the next class to use the room.

## Core Principles of the Policy

### Plan for appropriate conduct by:

- Balancing correction with positive reinforcement: praise and encouragement.
- Establishing **consistent** rewards and sanctions by making the boundaries clear.
- Using the **language of choice** to teach pupils to take responsibility for their actions.
- Planning to use language that is positive and motivational.
- Planning alternatives to confrontation, such as speaking quietly.
- Using non-verbal language effectively.
- Knowing how to get help when necessary.
- Making lessons engaging: use a variety of strategies and learning styles.

### Plan for inappropriate conduct by:

- All members of staff using the same language – the language of choice. 'If you choose to do that then this will happen'.
- Plan what the consequences of inappropriate conduct in the classroom will be and **carry them out** if the wrong choice is made.
- Plan alternatives to confrontation and try and avoid raising your voice.
- Finally, **SMILE** to diffuse difficult situations.

*Remember, limit your formal one-to-one interventions for poor behaviour in class to no more than 30 seconds each time. Get in, deliver the message, anchor the child's behaviour with an example of their previous good behaviour and get out, with your dignity and the child's dignity intact. (from the Paul Dix book 'When the adults change everything changes' 2017)*

**Staff should use various de-escalation techniques as appropriate to the situation, for example, deflection, humour, open body stance etc.**

### Working within this policy and 'The Hillside Way':

- Sets the climate for success.
- Builds confidence and self-correction.
- Is both supportive and corrective.
- Reduces and diffuses confrontation and tension.

- Is an educational process.
- Is fair, reasonable and logical.
- Provides a platform for skill development.

**Separate the conduct from the child:**

- Make the inappropriate conduct unacceptable, not the child.
- Do not link poor conduct to the pupil's personality. Linking good conduct to a pupil's identity builds self-esteem.

**Use the language of choice because it:**

- Gives children confidence by giving them responsibility.
- Regards mistakes as a normal part of learning.
- Has a positive emphasis.
- Reduces instances of conflict arising from trying to make things happen.
- Creates an important link between choice and consequence.
- Helps to empower them as individuals.

**Actively build self-esteem**

If experiences in school are constantly negative and unsuccessful, they will undermine the pupil's ability to be successful. Pupils will create a model in their head that accepts a lack of success being the norm for them; this will lead to behaviours that avoid risk taking and challenge. These behaviours can be disruptive. We need to let pupils know that we respect and value them. If we **all** do this it will improve self-esteem. Praise the good choices they are capable of making.

**Celebration of positive conduct and achievement**

**Examples that all teachers can use on a daily basis in their teaching**

- Awarding '1's on Class Charts.
- Verbal praise.
- Written praise in exercise books.
- Using a pupils' work as a 'model' answer under the visualiser.
- Display of work.
- Celebration of work in weekly newsletter.
- Postcards or letters sent home.
- Texts sent home
- Telephone calls home.
- Celebration in assembly.
- Names forwarded to Progress Leader for 'Lead Learner' award every half term.
- Specific Departmental rewards.

**Sanctions as a consequence of inappropriate action:**

- Verbal reprimand.
- Faculty/departmental detention.
- Departmental monitoring cards.
- Report / monitoring cards – Graduated Response.
- Letter or telephone call home.
- Referral to Subject Leader, Progress Leader and then a member of the Senior Leadership Team, using standard referral procedures.
- Withdrawal from lessons in a particular subject to work with another teacher from that department.
- Withdrawal from mainstream lessons to the Reflection Room (Rm1) or Form Tutor.
- Meeting with Police School Liaison Officer.
- Suspension (Fixed term exclusion).
- Permanent exclusion.

**School Trips & Educational/Sporting Activities:**

School trips and sporting activities are a privilege for pupils and they are representing the school at all times during these occasions. Attendance on school trips and the chance to represent the school will be subject to sanctions in line with this policy. If the school feels that a pupil's poor behaviour or poor attitude to learning is a concern then the pupil may not be able to attend school trips or represent the school in sporting or other extra-curricular activities.

**Classroom Protocol**

Every lesson each pupil will be issued a number on Class Charts. This number indicates their attitude and behaviour in that lesson:

1. Outstanding: Expected behaviour followed 'The Hillside Way' and gone above and beyond.
2. Good: Followed 'The Hillside Way' throughout the lesson.
3. Improvement required: Not demonstrated one or more aspects of 'The Hillside Way' – staff should right click and comment on the reason for the 3, a referral is not necessary.
4. Serious cause for concern: Not demonstrated 'The Hillside Way' in a serious manner disrupting teaching and learning - staff should write a comment on the reason for the 4, which Class Charts will automatically notify their Form Tutor, Subject Leader, Progress Leader and the pupil's parent/guardian (if they have accessed their Class Charts Parent account).

The following strategies should have been tried before a grade 4 is awarded:

- First verbal warning, name on the board and pupil aware of why. E.g. 'Name you are still talking over me, that is your first warning' or could be about the level of work they are producing.
- Second warning, pupil moved seats.
- Teacher speaks to pupil at the classroom door.

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- After the conversation with the teacher the pupil will be given one more chance. If their behaviour doesn't change the teacher should press the 'Emergency Buzzer' on Class Charts to call a Progress Leader / SLT and the pupil may be removed from the lesson. If this occurs a 4 must be recorded on Class Charts.

If a teacher issues a pupil with a 4 they must put a brief comment on Class Charts. This will automatically notify the relevant Subject Leader, Form Tutor and relevant Progress Leader.

Parental contact must be made if a pupil receives a 4 in a lesson and recorded on Class Charts. The parent will be expecting a follow up phone call home. This should be done by the class teacher after liaising with the relevant Progress Leader.

When a member of staff issues a 4 they should work with their Subject Leader or, if appropriate, the Progress Leader to plan for addressing the behaviour. This could include:

- A departmental detention.
- Arrangements made within the department for the pupil to work elsewhere for the next lesson.
- Restorative meeting between teacher and pupil.
- Departmental card.
- Meeting with parents.

### **Suspensions (Fixed Term Exclusions)**

The Principal has the authority to exclude pupils guilty of misconduct or gross disobedience as outlined in National Standards list of reasons for exclusion. The fixed period of time will be determined by the nature of the incident.

- In all cases the incident will be investigated before the exclusion begins.
- Pupils will have the opportunity to respond to the allegations.
- Parents will be informed in writing of the exclusion. Information regarding the right to appeal will be contained in the letter.
- A plan for reintegration will be established and work will be provided for the pupil whilst they are excluded.

### **Permanent Exclusion**

The Principal has the authority to permanently exclude pupils for violation or gross misconduct. Examples of these acts include, but are not limited to: physical assault against a pupil, physical assault against an adult, verbal or threatening behaviour, bringing into school weapons, drugs or items that can harm others, drug dealing and persistent disruptive behaviour. In all cases the incident will be investigated before the exclusion begins.

- Pupils will have the opportunity to respond to the allegations.
- A letter will be sent to parents confirming the permanent exclusion, including reasons for exclusion.
- Procedures for appealing against the exclusion will be explained to the parents.
- The Pupil Discipline Committee will be notified of the Principal's decision and a meeting will be convened, where parents are invited to attend and present their case.

- If the decision is upheld, a formal letter will be sent to parents and the LA.

**Pupils may also be directly referred to the Reflection Room (Rm 1) for acts which affect the health and safety of other pupils or are deemed to be a serious breach of the school rules, such as verbal abuse of staff/pupil and bullying.** (See Anti-Bullying policy)

## Definitions

Please note that the definitions below are not an exhaustive list and the Principal can exercise their rights with regard to any behaviour that is deemed inappropriate to the safe and productive running of the school.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude.
- Incorrect uniform.

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules.
- Any form of bullying.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments.
  - Sexual jokes or taunting.
  - Physical behaviour like interfering with clothes, including up skirting.
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism.
- Theft.
- Fighting.
- Smoking.
- Racist, sexist, homophobic or discriminatory behaviour.
- Inappropriate behaviour outside of school (see page 10).
- Possession of any prohibited items. These items include (but are not limited to):
  - Knives or weapons.
  - Alcohol.
  - Illegal drugs.
  - Stolen items.
  - Tobacco and cigarette papers, e-cigarettes/vapes
  - Fireworks.
  - Pornographic images.

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

## **GRADUATED RESPONSE**

All of the following monitoring reports are taken home by pupils each evening and should be signed by their parent/guardian. They should be returned to school the following day.

### **Behaviour for Learning (blue report card)**

If a pupil is regularly not meeting the standards and expectations of 'The Hillside Way' then the Progress Leader may decide to monitor the pupil through a blue report card.

### **School Support Plan (yellow daily monitoring sheet)**

If the Behaviour for Learning (blue report card) does not have the desired positive impact, the Progress Leader may choose to move the pupil up the Graduated Response and monitor them daily via a School Support Plan (yellow daily monitoring sheet). This monitoring would be in place for 20 days and gives the Progress Leader a more diagnostic overview of the pupils' behaviour in each lesson. The Progress Leader at this point could consider additional support for the pupils as per the school's Graduated Response Mind Map.

### **Pastoral Support Plan (white book)**

A Pastoral Support Plan (PSP) may be initiated upon unsuccessful completion of the SSP or a serious decline in standards. This document will last sixteen weeks with a review after eight weeks and a final review. The Progress Leader at this point should consider additional support for the pupils as per the school's Graduated Response Mind Map. If a pupil is unsuccessful in meeting their targets then this will lead to a period of outreach work and/or the agreement of a managed transfer to another school and/or the initiation of alternative provision in order to support the pupil.

## **Other Forms of Monitoring**

### **Punctuality Card**

Pupils who are persistently late for lessons may be issued a punctuality card. Teachers should fill in accordingly and this will be checked daily by the relevant Progress Leader.

### **Departmental Monitoring Card**

This should be issued by Subject Leader for pupils who are repeatedly behaving poorly in their subject, and checked by the Subject Leader at the end of each lesson of that subject / as soon as possible. The relevant Progress Leader should be consulted before a pupil is placed on this type of card and parents should be informed.

## **Other key Information**

### **Mental Health and Behaviour**

As a school we fully recognise that the school's approach to mental health and behaviour should be part of a consistent whole school approach to mental health and wellbeing. This should involve providing a structured

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school environment with clear expectations of behaviour and this should be paired with an individualised graduated response when the behavioural issues might be a result of educational, mental health, other needs or vulnerabilities (Guidance sourced from DfE publication Mental Health and behaviour in schools, November 2018).

### **Bullying**

Hillside High School is committed to preventing all forms of bullying. We will work hard to ensure that bullying plays no part in our community by proactively dealing with all pupils, their families and staff to eradicate and promptly address all reported incidents. We have an anti-bullying policy which should be referred to for guidance.

### **E-Safety**

Pupils are expected to follow all E-safety precautions at all times. It is against the law in the U.K to use a mobile device and social networking sites to frighten or upset people. Please be aware that electronic devices may be confiscated if there is reasonable suspicion that they may contain inappropriate material. Cyber-bullying is taken very seriously and could result in police involvement. Please refer to Online Safety Policy and Safeguarding Policy.

### **Poor Behaviour**

Teachers can discipline pupils whose conduct falls below the expected standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the member of staff can impose a sanction on that pupil. Any acts of poor or dangerous behaviour will be investigated and consequences will be imposed that are deemed reasonable in all circumstances. These will be subject to a referral being completed or a report from staff and/or pupils. An investigation will take place and consequences will be imposed that are deemed reasonable in the circumstances.

### **Poor Behaviour outside the School Gates**

Teachers have the statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives teachers statutory power to regulate pupils' behaviour in these circumstances "to such an extent as is reasonable." At Hillside we will impose reasonable sanctions for any pupil taking part in a school trip, travelling to and from school, wearing school uniform or in some other way identifiable as a pupil at the school. This may also apply to pupils that pose a threat to another pupil or member of the public or could adversely affect the reputation of the school. These will be subject to a referral being completed or a report from staff, pupils or member of the public. An investigation will take place and consequences will be imposed that are deemed reasonable in all circumstances.

### **Detention**

Teachers have the legal power to put pupils in detention. Where a detention is outside school hours we will endeavour to give parents 24 hours' notice due to safeguarding and travel considerations. Break and Lunchtime detentions do not need prior notification of the parents. We will allow reasonable time for pupils to eat, drink and use the toilet.

### **Memorandum on Justifiable Restraint**

At Hillside we discourage physical contact between staff and pupils. We do not believe that any of our pupils have such a complex level of need that is necessary for staff to be trained in physical restraint and we strongly advise staff to defuse a confrontational situation in a calm and controlled manner. We ask that staff use their voice in a positive and encouraging manner and that they seek assistance from other staff if a situation is becoming untenable with a pupil.

On rare occasions pupils may become involved in physical altercations with each other. If a pupil is behaving in such a way that their behaviour poses an immediate risk to their own or other pupils' safety we ask that staff use their own professional discretion and exercise their duty of care. In extreme cases this may involve a member of staff using physical contact to guide a pupil out of harms way. This contact should be with reasonable force and proportionate to the situation. If a member of staff faces an encounter such as this, they should report this to a senior member of staff immediately after the event.

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property. Please refer to Use of Reasonable Force in Schools. DfE (July 2013)

### **Searching, Screening & Confiscation**

Items which may be searched for without consent may include knives or weapons (made or adapted), alcohol, drugs, fireworks, pornographic images and stolen items. Hillside also enforces a strict ban on tobacco, e-cigarettes, vapes and energy drinks which have a detrimental effect to school discipline. Only school staff that have been nominated by the Principal can search pupils with their consent for any item if the pupil agrees. Nominated staff may also search and confiscate electronic devices, such as mobile phones, if there is reasonable suspicion that it may contain offensive or inappropriate material which has been, or is likely to be used to commit an offence. Nominated staff will have read and signed the DfE guidance on Screening, searching and confiscation, DfE (July 2022)

Whilst it is good practise to inform parents or guardians that there will be a referral made to the police, advice will be taken from the police if it is felt that a school representative needs to act as an appropriate adult. The school is not obliged to inform parents before a search takes place or to seek their consent to search their child.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly. See DfE 'Behaviour & Discipline in Schools' for more information on lawful sanctions.

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If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the Principal, Designated Safeguarding Lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.

If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified on page 8, but not to search for items which are identified only in the school rules. See guidance on the Use of Reasonable Force in Schools. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

It should be noted that the use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

### **Related Policies**

This policy links with a number of other policies:

- Attendance and Punctuality Policy.
- Safeguarding and Child Protection Policy.
- Complaints Policy.
- Anti-Bullying Policy.
- SEND Policy and Information Report.

This policy will be reviewed annually. After every review, it will be approved by the Local Governing Body.

## Appendix 1

### 10-Useful Tips for Teachers in Managing Behaviour

1. Look for opportunities to give genuine praise. Try to 'catch pupils doing the right thing' and praise accordingly. Build positive relationships with pupils and look for opportunities to reward. Please refer to suggestions on page 5.
2. Every lesson should be a fresh start. Once a sanction has been imposed and a situation resolved it is important for both you and the pupil that you can move on.
3. Use humour to diffuse a situation but never use sarcasm - not many teenagers grasp the concept and it can backfire.
4. Avoid rhetorical questions such as 'What are you doing?' You are likely to receive an insolent and literal answer that will not be helpful to anyone.
5. If a pupil has made an inappropriate comment never ask them to repeat it in the hope they will retract it. If they have said it once, they are likely to say it again.
6. If you have a classroom rule think about the rationale behind it and make sure pupils understand the reason behind it. If you are insisting on silence, then think about why you are doing this?
7. Don't make idle threats that you can't follow through.
8. Adhere to the whole school behaviour for learning policy. Be consistent in your use of behaviour for learning, rewards and sanctions.
9. Young people learn most by what we do, rather than what we say. We are defeating the object if we ask pupils to stop shouting by shouting.
10. Challenge the problem and not the pupil. Always look for opportunities to diffuse the situation and change the atmosphere. Remember you are the adult and the professional so don't be tempted into heated confrontation.

Appendix 2

