



Pupil Behaviour and Learning Culture Policy

Date	Review Date	Coordinator	Nominated Governor
September 2025	September 2026	Headteacher	M Try

1. Introduction

At Hillcrest Primary School, we understand that everyone makes mistakes in life; mistakes in learning and in how we behave. This may impact us and others on our behavioural journey.

At Hillcrest, we value and respect everyone in our community and work as a team to provide learning journeys that support and inspire high achievement for all. We strive to ensure the environment is caring, safe and welcoming. Through independent learning approaches and the use of our 5Cs (Communicate, Creative, Co-ordinated, Curious, Confident), we actively promote co-operative and responsible attitudes; supporting pupils to make a positive contribution to the school and wider environment. This is achieved through a restorative, trauma-informed approach where “Time IN” is given rather than “Time OUT”.



2. Aims

The aims of this policy are:



- to promote positive attitudes to good behaviour and respect for others, in line with our commitment to promoting the **UN Convention on the Rights of the Child** and **British Values**.
- To enable pupils to develop their “Moral Compass”.
- for pupils to develop their independence skills and language for learning.
- for pupils to develop their language to express their feelings.
- to develop in pupils a sense of self-discipline and acceptance of responsibility for their own actions through restorative approaches.
- to prevent bullying in all forms
- to create the conditions for an orderly school community in which effective learning can take place
- to establish and maintain a consistent and fair approach to the management of the behaviour of pupils throughout the school

3. Rights & Responsibilities

Pupils' rights

At Hillcrest Primary School we fully support the **UN Convention on the Rights of the Child** and are committed to the rights of each child and young person:

to be provided with school education	 Individual Liberty
to be given the opportunity to develop their personality, talents and mental and physical abilities to their fullest potential	
to be treated with respect by staff and other pupils	 Mutual Respect
to be consulted on decisions regarding future learning and on the development and review of the school code of conduct	 The Rule of Law

Pupils' responsibilities

To ensure that all pupils are given the opportunity to develop their full potential, each pupil should:

show respect to others	 Mutual Respect
be punctual in attendance at school	
attend classes with whatever equipment is necessary	
take care of school buildings and equipment	
co-operate with staff to get as much benefit from school as possible	
attend school unless there is a good reason for absence	 The Rule of Law
behave in accordance with the published school code of conduct	

4. School Code of Conduct

Listen to and follow instructions	 Mutual Respect
Be polite and care about other people	
Look after the school and its environment	
Look after your property and have respect for other people's belongings	
Do not tease, bully or upset anyone	
Speak respectfully to others and do not swear	 The Rule of Law
Walk in and around the school building	
Always keep hands and feet to yourself	
Work and play safely	



5. Independence skills and the Hillcrest language for learning.

At Hillcrest we have adopted a consistent approach to becoming independent learners. We ensure that the 5Cs (the principles for developing independent skills and learning) weave through our daily practice.

Children understand how the 5Cs help them to develop their social skills and build trusting, safe relationships. The 5Cs for behaviour and learning are -

- **Communicate** – The children of Hillcrest Primary School can speak up and speak out. They understand that through communication, successful relationships can be established, built, repaired and how lasting connections are made.
- **Confidence** – Pupils at Hillcrest have the confidence to make choices about their learning and behaviour. Confidence also means being able to admit when a mistake is made and having the confidence to tell the truth. ‘Confidence’ empowers children to recognise that they need to make changes. This includes having the confidence to say ‘sorry’ and rebuild a relationship.
- **Creative** – Creative pupils can problem solve. They can apply learnt strategies to repair relationships and know what to do if they need further support.
- **Coordinated** -Coordinated pupils know how to self-regulate, self sooth and ask for extra support.
- **Curious** – Curious children are empathetic learners. They reflect and ask questions –“I wonder how they felt when...?” “I wonder what would happen if...?”

6. The Road to Good Behaviour

We fully embrace the fact that pupils will make mistakes along their learning journey, as well as making great choices. To help pupils to reach their full potential we use the following learning opportunities:

Rewards for good behaviour

Members of staff at Hillcrest Primary School will use their judgement on appropriate rewards for pupils. Rewards may include:

- A written comment on pupil’s work, either in general terms or in a more detailed way, picking out specific points or ideas for positive comment.
- A visit to a subject leader, the Assistant Headteacher, Deputy Headteacher or Headteacher for commendation.



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- A public word of praise in front of a group, a class, a key stage or the whole school.
- Public acknowledgement by presentation in an assembly.
- A system of merit marks or house points, with or without public acknowledgement of that award.
- Stickers, stars, stamps or certificates for good behaviour.
- School reports commenting favourably, not only on good work and academic achievement, but on behaviour and general attitudes.
- Communication with carers, celebrating some action or achievement deserving praise.
- Affording the pupil the opportunity to undertake specific areas of responsibility.

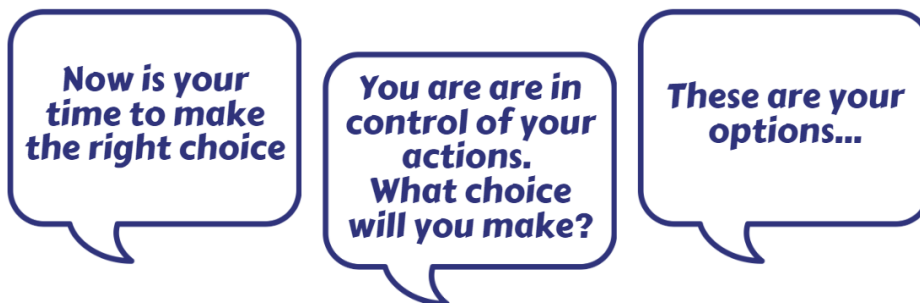
Consequences of mistakes and poor choices

We recognise that the use of rewards and consequences must have regard to the individual situation and the individual student. The consequences will be applied; fairly, consistently, proportionally and reasonably. They will consider the needs of vulnerable children, pupils with SEN and / or those with disabilities.

As part of our ethos of safe, purposeful, kind, and caring learning environments, we follow the “Hillcrest Way” and have non-negotiables in class. Understanding that mistakes will be made, we aim to use the following learning pathways:

Step 1 - Reminders:

Adults will calmly remind pupils of the Hillcrest Way as part of daily classroom management. Pupils may be reminded with phrases such as:



We believe that this empowers pupils to independently manage their behaviour using our 5Cs.

Step 2 – A restorative discussion

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If a pupil receives a Step 2, an adult (teacher or TA) will take some time with the pupil for a restorative chat, finding a new way forward.



Step 3 – Missed break time and a conversation with carers.

If pupils continue to make poor choices, they will receive a Step 3 and will spend a break (approximately 15 minutes) reflecting on what brought them to this point and what could have been done differently through a restorative conversation with an adult. As part of that conversation, logical consequences will be discussed and decided. For example -

- A letter of apology,
- Tidying up / cleaning away a mess that has been made,
- Removal of a ball until fair rules have been clearly established by the pupils involved in a game.

Incidents of hurtful, harmful, dangerous or disrespectful behaviour will warrant an instant “Step 3”. In the event of an instant “Step 3”, when regulated, pupils will spend their break time with an adult reflecting on what brought them to this point and what could have been done differently.

If poor choices continue to be made, and/or a pupil receives more than one “Step 3” in a week, the pupil should be referred to a member of SLT.

7. The Relationship Between Home and School

If a pupil has had cause to be given a “Step 3”, a Hillcrest adult will speak to their Carer at the end of the day; either face to face, or by phone. This enables the situation to be fully shared and explored before the family goes home, building up the vital relationship between home and school.

8. Bullying (see also Hillcrest Primary Anti-Bullying policy)

Please see the Hillcrest Anti-Bullying Policy for how we tackle bullying.



9. The Hillcrest Way

To “walk” the Hillcrest Way means to embody the expected and respectful behaviours in and around the school. The Hillcrest Way is a culture/ethos at Hillcrest Primary School, built through mutual respect between pupils, staff and visitors. The Hillcrest Way involves:

- Feeling safe and valued as part of a caring community that celebrates success.
- Feeling validated and **confident** in expressing their views and emotions.
- Understanding and respect diversity.
- Developing a sense of self-esteem: be well-balanced and healthy individuals.
- Experiencing and actively participating in a relevant, enjoyable curriculum that evolves to meet the needs of all.
- Developing a **curious** mind and ask questions.
- Being **independent thinkers / learners** who are able to seek solutions in **creatively, co-ordinated** and co-operative ways.
- Being able to listen and **communicate** responses showing consideration to others.
- Being polite and courteous when **communicating**.
- Being proactive in our responsibilities towards the community, society, the environment and economy, linking ‘real life’ with our learning.

In addition to this, the Hillcrest Way also means:

- Respectful and quiet movement around the school, especially when other lessons are going on.
- No running in classrooms, corridors or stairwells
- Pupils and Staff showing mutual respect by holding doors open to each other and showing good manners (please and thank you)
- Walking on the left through corridors and when using stairs
- Politely knocking on doors before entering
- Respectful dialogue between pupils and staff (Good morning, good afternoon, how are you? Thank you for a lovely day!)
- Respect for yourself – reaching your full potential.

10. Race Equality and Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

11. Role of the Class Teacher

- To adhere to the Code of Conduct for all staff
- To adhere to the guidance in ‘Working together to Safeguard Children’ 2025



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- To develop an atmosphere where children are valued, promoting high self-esteem.
- To build trusting, safe relationships with pupils and their carers.
- To promote the language for independence and learning.
- To develop all pupils' ability to express their feelings accurately.
- To adopt a restorative approach when addressing unacceptable behavior.
- To ensure sanctions are clear and consistent
- To report incidents and record appropriately.

12. Role of the Headteacher and Governing Body

- To ensure that the procedure is consistent throughout the school.
- To ensure that the Behaviour Policy is being implemented.
- To monitor behaviour issues and act on any patterns or trends identified.

13. Role of the Parents/Guardians

- To support the school in the implementation of the Behaviour Policy.
- To communicate with the school about any issues or concerns.

14. Use of Reasonable Force

The school has in place a policy for physical intervention and restraint.

Review

The Headteacher and staff will review this policy annually. Any suggested amendments will gladly be presented to the Governing Body.

Headteacher:		Date:	
Chair of Governing Body:		Date:	