

Hunslet Carr Primary School



Behaviour Policy

High expectations
Caring
Positive attitudes
Successful

Policy reviewed: April 2020

Next review: April 2022

High expectations, Caring, Positive Attitudes and Successful

STRENGTHS OF OUR SCHOOL



The Children

- Are well behaved, calm and polite
- Are engaged, positive and resilient
- Are supportive and helpful towards others
- Have input on important decisions
- Have a sense of belonging

The Community

- School supports the whole family not just the child
- Recognises the importance of attendance
- Spreads our growing reputation as a good school
- Helps celebrate the children's achievements
- Supports the school on improving behaviour

The Curriculum

- Is a fun curriculum that is engaging
- Maintains a strong focus on the basic skills
- Is enriched through extra-curricular activities
- Supports our most vulnerable children
- Provides a rich variety of experiences & opportunities

The Staff

- Develop nurturing relationships with children
- Provide good quality teaching and learning
- Support one another to help the children
- Are consistent in how they treat children
- Identify children's SEN needs early

THE CURRICULUM WE HOPE TO PROVIDE



Skills

Fluent and confident in Reading, Writing and Maths
Communicate with confidence
ICT skills fit for the future
Life skills – money, time, cooking
Safety skills – Swimming, healthy choices
Problem-solving skills – Patience & Resilience

Attitudes

Confident and independent
The belief they can reach for the stars
Celebrate a range of cultures
Take responsibility for the environment
Be honest and learn from their mistakes
Children who are caring and helpful

Experiences

To have 1st hand experiences of...
Going away on a residential trip
Visiting a range of places of worship
A chance to look after an animal
Relevant trips to theatres/farms/beaches
Taking part in public performances
Work experiences & further education

Knowledge

High school ready English & maths
To know about local places of interest
To know where we are in the world
Life skills – money, time, cooking
Information about possible careers
To know major historical facts
To know their own strengths

Rationale

At Hunslet Carr Primary School we aim to provide a broad, balanced and relevant curriculum for all within a caring environment, providing the opportunities for individuals within our school community to develop to their full potential. We believe Impossible is Nothing and that all of our children deserve the best start in life.

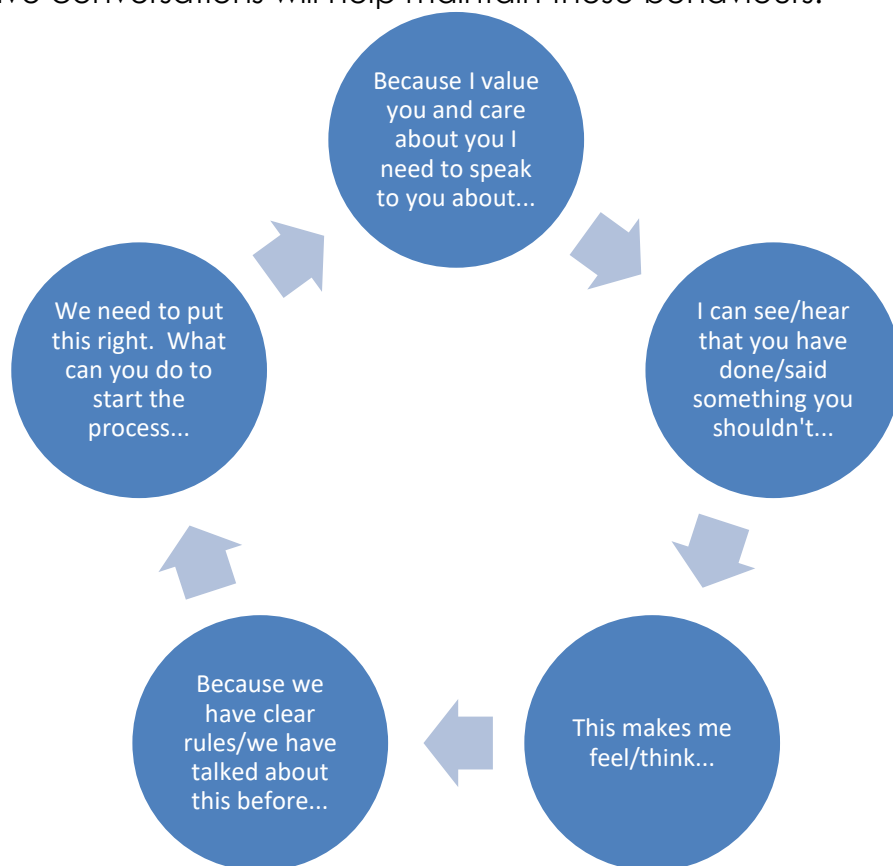
The rationale behind this policy is to ensure that all members of our school community understand what we believe good behaviour to be and the ways in which we will promote all children behaving well at school.

This policy was updated as a whole school team on Tuesday 16th April so that all staff who currently work in the school could have ownership of the policy and have a clear understanding of how to apply it in different circumstances.

Some children who attend our school find it difficult to continually behave to the expected standard for a number of reasons. It is our job as adults to demonstrate the behaviours we wish to see as for many of our children, we are the main positive role model.

This is not to say that we should not sanction children or show disapproval but that we should do so in a way that tries to educate them about how they should behave in a way that will prepare them for successful futures.

When working with children your relationship with them will be key to managing and changing their behaviours. Using the following approach for restorative conversations will help maintain these behaviours.



Behaviour in lessons

In our lessons we have high expectations of children's behaviour. We expect children to:

- **Give 100% effort so they always produce their best work**
- **To SLANT – Sit up, Listen, Ask and Answer questions, Nod their head and Track the speaker**
- **Wait for instructions before starting a task and then showing resilience to achieve success – Impossible is Nothing!**
- **To have meaningful conversations that are focused on learning**
- **To allow everyone in the class the chance to focus on their learning.**

Where children are behaving below these standards in a lesson there is a very clear process that should be followed so that children are aware of what the consequences will be.

The language of choice

While we should always use a restorative approach with children who are falling below our behaviour expectations, you are the person who is in charge of your classroom (or part of a team that is in charge of the classroom). You should exude an air of authority so that children feel safe in your presence.

This means that when children are not following the behaviours expected in lessons you need to stay calm. You may raise your voice or use a different tone but you should **never** shout. This sends the message that you have lost control and will not help the situation.

The sanction should always be appropriate to the level of misbehaviour.

Children should **never** be made to feel belittled with words such as disgust or appal. The way you speak to children and the sanction should be designed to improve future behaviour and maintain a positive relationship with the child.

When you give a warning you should:

- say the child's name and **name the behaviour** that is breaking the rules
- tell them **what you would like** them to do (perhaps use an example of another child who is following the rules)
- **explain the consequence** of them choosing not to follow the rule
- **turn and leave it there** – at this moment in time - *ignore secondary behaviours such as eye rolling, sighing*
- look back at the child 30s-2min later to **see if they have complied**.

By using this language of choice with children you are consistently clear on your expectations.

Not following the school's expectations for behaviour in lessons once would not be enough to move a child to Amber on Trackit Lights as they must be **given 2 warnings** about behaviour before being moved to amber on **the 3rd occasion**, as outlined in this policy.

If they continue to demonstrate those behaviours **after a 4th and 5th warning** they would be moved to Red on Trackit Lights.

Please note that the warnings reset after break and lunchtime.

The parents of children on Amber **3 times in one week** or **4 times in one term** will have a meeting to discuss the behaviour at school with the class teacher and if appropriate their Assistant Headteacher.

While there may be other parts of this policy that are more exciting to read or seem more important, consistently meeting and working with parents is one of the most effective ways of managing and then changing children's behaviour. In a busy schedule it might seem as though this is one aspect of the policy that you can ignore but in practice it is one of the most important things you can do and will save you time in the long run.

Red

There are two possible ways a child might be moved to Red in a lesson.

The first has been described above and would mean a child has been spoken to 5 times over the course of the morning or afternoon.

The second way would see a child moved straight to Red as a result of the following behaviours:

- **Swearing**
- **Lying**
- **Play fighting**
- **Being rude to an adult**
- **Vandalism to school or another person's property**
- **Leaving the classroom**
- **Using Homophobic or Racist language.**

The parents of children on Red will have a meeting to discuss the behaviour at school with the class teacher and, if appropriate their Assistant Headteacher **on the day the child moved to Red.**

As before, these meetings are crucial if you are to send a message to the children in your class that behaviour that falls below the expected standard will be discussed with parents.

The Hunslet Highway

What will happen if I don't follow the school or classroom rules?

An adult will speak to you



An adult will give you a warning of a move to Amber



Moved to Amber on Trackit Lights
Miss 5 mins of the next play/dinnertime
Three times on Amber in a week or four times in half term and your parents will be told



An adult will give you a warning of a move to Red



Moved to red on Trackit Lights
Miss 15 mins of the next play/dinnertime
Parents told on the same day

Secondary Behaviours

When children are not following the classroom behaviours that we expect, as set out above, you should use the language of choice with them. You have asked them to comply with an instruction and there is an expectation that they will.

However, for some of our children, while complying with your instruction, there are times when they might:

- Roll their eyes
- Tut/Sigh/Mumble
- Shrug their shoulders/Drag their feet
- Not pick up their pencil or comply straight away

You should avoid commenting on these behaviours, **at that moment** as you are seeking for the child to follow the classroom rule that they were breaking, not disrupt the flow and pace of your lesson or cause any further disruption than necessary.

At the next available point in the day where you can speak privately to that child you should ask them to stay behind and **at this point**, discuss the secondary behaviours that you do not want to see from them again. Using the restorative conversation, make it clear that these behaviours will not be accepted in the future from this child.

There are some reactions to being asked to follow classroom rules that are not secondary behaviours. These are primary behaviours in their own right. These include all of the behaviours that as a school we agreed would lead to children being placed on Red automatically.

- *Swearing*
- *Lying*
- *Play fighting*
- *Being rude to an adult*
- *Vandalism to school or another person's property*
- *Leaving the classroom*
- *Using Homophobic or Racist language.*

Planned Ignore

This is a technique that has been recommended as a way of dealing with some of the most challenging children in school, however in our experience it is an ineffective approach.

Almost always the child in question is looking for a response from the adult and escalates their behaviour gradually until the point that you can no longer ignore it as they are a danger to themselves or others.

Planned ignore should no longer be used as a technique in school.

Behaviour around School (Not including Playtime/Dinnertime)

Around school we have high expectations of children's behaviour. We expect children to:

- *Walk around school sensibly in a quiet, single file line on the left*
- *Use good manners at all times and be polite to other people*
- *Come into the hall and other spaces in school quietly*
- *Sit quietly and calmly in the dinner hall*
- *Be role model for the younger children in school*
- *Listen and treat all adults in school with respect, following their instructions promptly.*

As these behaviours can happen anywhere in school, it is everyone's responsibility to ensure that all children are meeting these expectations.

Where children are behaving below these standards around school there is a very clear process that should be followed so that children are aware of what the consequence will be.

Do it again

The simplest and most effective way of dealing with children who are not following the above expectations is to ask them to go back and do it again.

This might mean children are asked to walk to the hall again from their classroom in silence; come into the hall for lunch in silence; practice sitting in the hall in silence as if it was an assembly.

By making children do these activities again and being consistent, you are giving a very clear message that you will not accept behaviour that is below the school's expectations.

Amber and Red

Where asking children to do it again has not had the desired effect then you should give children warnings the same way you would do in a lesson.

You should:

- say the child's name and **name the behaviour** that is breaking the rules
- tell them **what you would like** them to do (perhaps use an example of another child who is following the rules)
- **explain the consequence** of them choosing not to follow the rule
- **turn and leave it there** – at this moment in time - *ignore secondary behaviours such as eye rolling, sighing*
- look back at the child 30s-2min later to **see if they have complied**.

It is very important that teachers are informed of any children in their class who have been given an Amber or Red for behaviours around school as it might mean that their parents will need to be contacted.

Behaviour at Playtime

At playtime we have high expectations of children's behaviour. We expect children to:

- *Play co-operatively with each other*
- *Treat each other with respect*
- *Look after and share equipment fairly*
- *Line up when the bell goes*
- *Follow the instructions for the slide and the climbing equipment*
- *Listen and treat all adults in school with respect, following their instructions promptly.*

As these behaviours will happen on the playground, it is the responsibility of the adults on duty to ensure that all children are meeting these expectations.

Where children are behaving below these standards on the playground there is a very clear process that should be followed so that children are aware of what the consequences will be.

Do it again

For some of the expectations it is appropriate and effective to ask them to go back and do it again.

This might mean children are asked to play calmly; share equipment; play safely on the large equipment; include other children in their games.

By making children do these activities again and being consistent, you are giving a very clear message that you will not accept behaviour that is below the school's expectations.

Red

For some of the expectations above not following the rules will lead to Red.

If it is one of the behaviours below it would result in a straight red:

- *Swearing*
- *Lying*
- *Play fighting*
- *Being rude to an adult*
- *Vandalism to school or another person's property*
- *Leaving the classroom*
- *Using Homophobic or Racist language.*

It is very important that teachers are informed of any children in their class who have been given a Red for behaviours at playtime when they come to collect their children from the playground so that they can enforce the sanction for a Red the following dinnertime.

Behaviours at Lunchtime

Expectations of behaviour at Lunchtime:

- *Play co-operatively with each other*
- *Treat each other with respect*
- *Look after and share equipment fairly*
- *Line up when the bell goes*
- *Follow the instructions for the slide and the climbing equipment*
- *Listen and treat all adults in school with respect, following their instructions promptly.*

Behaviours that will get 'Time out' on the third warning:

- *Climbing up the slide and on the outside*
- *Not sharing or playing nicely*

Behaviours that will go straight to Red:

- *Swearing*
- *Lying*
- *Play fighting*
- *Being rude to an adult*
- *Vandalism to school or another person's property*
- *Using Homophobic or Racist language.*

(If children are placed on Red, they need to go to the Year 2 cloakroom which will be staffed, a restorative conversation will take place and then children will complete a restorative script)

Behaviours that go straight to Internal Exclusion

- *Violence towards another person*
- *Bullying of any kind (racial, homophobic etc.)*
- *Vandalism to school equipment (Severe damage)*
- *Serious theft (electronic equipment, personal belongings etc)*
- *Serious inappropriate sexual behaviour*
- *Intentional personal comments to staff.*

Behaviours beyond what we have already discussed

Internal Exclusion

There may be times when children's behaviours have fallen below the standard we expect to such an extent that a period of time outside of the classroom is required. This is called, 'Internal Exclusion':

- **Violence towards another person**
- **Bullying of any kind (racial, homophobic etc.)**
- **Vandalism to school equipment (Severe damage)**
- **Serious theft (electronic equipment, personal belongings etc)**
- **Serious inappropriate sexual behaviour**
- **Intentional personal comments to staff.**

The decision to place someone in Internal Exclusion, to remove them from a sporting team, trip or school party must be taken by an Assistant Headteacher or the Headteacher.

Exclusion

There may be times when children's behaviours have fallen so far below the standard we expect that a period of time away from school is required. This is called, 'Exclusion':

- **Serious violence towards another person**
- **Continuation of Bullying of any kind (racial, homophobic etc)**
- **Vandalism to school equipment (considering the severity)**
- **Continuation of serious inappropriate sexual behaviour**
- **Where the good behaviour of the school community is threatened by the continued poor behaviour from a child at school.**

The use of on-site alternative provision – Restorative Learning

There may be times when children's behaviours are so extreme, frequent or dangerous that we need to consider a period of time spent away from their classroom but still within our school. The provision we have created is called Restorative Learning.

School leaders and the inclusion team must be assured that they have taken all of the reasonable steps to make alterations to the provision within the classroom before moving a child to this provision. This might include:

- **Meetings with parents/carers**
- **Writing and reviewing an Individual Behaviour Plan**
- **Possibly writing and reviewing an Individual Pupil Risk Assessment**
- **The involvement of the school's SENCo,**
- **The possible involvement of the school's Educational Psychologist**
- **Referrals to the local cluster for support with SEMH or parenting issues**

Referral to an off-site provision

There may be times when even on-site provision has not made a difference to a children's behaviour and we need to consider off-site provision. The provision available is called REACH and is a 32 place Pupil Referral Unit.

Before referring any child to REACH the school leaders must be assured that they have taken all of the reasonable steps to make alterations to the provision in school. This might include:

- **All of the actions in the list above**
- **A period of time at Restorative Learning which has been unsuccessful**

Bullying

Bullying is a zero-tolerance behaviour in our school. If bullying is suspected or proven, the class teacher will initially take responsibility for dealing with the issue.

They will contact the parents of the bully and the victim and assess the severity of the situation. The class teacher will then decide the best course of action for each individual situation.

The class teacher may consult a senior leader for advice. In extreme circumstances, the Headteacher will become involved, and if the incident is criminal, racist or homophobic, the police may be informed.

Cyberbullying is a serious offence, and, even though it may take place outside of school, we are likely to see the impacts in school. As a school we will deal with actions that take place on the school premises following the procedures set out above.

With regards to the content that might be on children's phones, tablets or computers our recommendation would be for the parents of the child being bullied to take screenshots of the abuse and to report it to the social media platforms being used or the police.

In all instances of bullying, a serious incidents form will be completed and the Headteacher will keep a record in his office.

Reasonable Force

Staff members only intervene physically to restrain in line with government guidelines and where they had an honest held belief that it was the most appropriate course of action.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The steps taken will be:

- Where possible, remove the class from a room/situation where an individual child is a potential threat to them.
- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Restrain a pupil at risk of harming themselves or others.

School cannot use force as a punishment – it is always unlawful to use force as a punishment. Adjustments will be made if reasonable force is applied to children with a disability.

It is widely misunderstood that staff need to be trained in Team Teach techniques before they can physically intervene. This is not the case. As long as you have an honest held belief that you are protecting the child or other children or maintaining discipline, and used the minimum amount of force required, you will be supported by the Headteacher if you physically intervene.

If reasonable force is used, staff must complete a physical intervention report form and parents will be informed (see additional policy).

Informing Parents

We believe that one of the keys to managing and altering children's poor behaviour is to work with the parents. As such we have several strategies to inform and work with parents to improve behaviour.

- Inform parents of movements to Amber after three incidents in a week or four in a half term
- Inform parents of movement to Red on the day that this occurs
- Use a report card detailing how the child has behaved over the day
- Use a home / school book to share information from both settings
- Letters sent from Senior Leaders based on the information taken from Trackit Lights.

The Power to Discipline beyond the School Gate

At Hunslet Carr Primary School dangerous behaviours, intimidation or incidents of hate witnessed by a member of staff or reported to school whilst a child is wearing his/her school uniform and travelling to and from school will be treated seriously.

If it is believed that children have not followed the school rules during this time then the same warning/consequences will be applied.

If school believes that the child's behaviour is anti-social or dangerous, then the police may be informed. If the behaviour is criminal or poses a serious threat to a member of public, the police will be informed. School will also ensure that significant steps are taken to safeguard the child.

Further Support

If for any reason a pupil finds it difficult to adhere to expectations set out in this policy, a referral process is in place for pupils who we think would benefit from further support.

This intervention addresses barriers to learning arising from social, emotional and behavioural difficulties in a structured environment with a number of elements designed to help pupils with a variety of experiences, opportunities and approaches to address the needs of individuals and groups to improve access to learning and prevent any unwanted behaviour.

Top Tips for creating a classroom culture of high expectations...

Threshold

This technique involves you meeting your children at your classroom door (or if you can't meet them, another adult in class).

By meeting them here, you can set out your high expectations from the minute they enter the room and your warm personal greeting will show the children you care about them. Win-Win!

You can ask children about their evening/weekend, a hobby you know about or a family member and at the same time, you can ask anyone talking or not in the right frame of mind to go back out and to try coming back in the room again.

Anyone who is not wearing school uniform or has inappropriate jewellery on will be asked to take it off before entering the room.

If you stand side on to your door, you can both greet children into your room and check that children in your room are engaged in whatever task you have set them.

Strong Start

This technique involves your children knowing exactly what you expect them to do every time they enter your classroom.

Having passed your Threshold, children should be trained on what you expect them to do when they come into your room.

By having your instructions, in the same place every day, written in the same way the children can make a strong start on get on with their learning.

You might want to train them in several different tasks like silent reading, PMI or Odd one Out.

SLANT

Sit up

Listen

Ask and answer questions

Nod your head

Track the speaker

Having a culture of high expectations in your classroom means children must be aware of how you expect them to engage with you during a lesson.

SLANT is just one way of making it very clear on what you expect and would make an excellent acronym for an Anchor Chart!

Do it Again

One of the simplest and most effective techniques to improve the culture of your classroom is do it again.

If children have not transitioned to or from the carpet in a way that meets your expectations – do it again.

If they haven't walked to the hall for assembly or lunchtime in a way that you are happy with – do it again.

Children will soon work out what your expectations are and will rise to them!