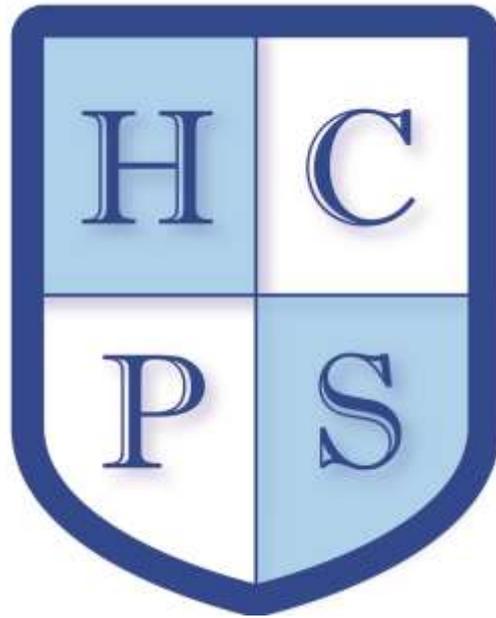


Hunslet Carr Primary School



Behaviour Policy
Including COVID 19 Adaptations
& KCSIE Updates

High expectations
Caring
Positive attitudes
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

COVID 19 Update

As we continue to manage the return to education for our children, this policy has been reviewed in the light of various behaviours and expectations that will keep all members of the community safe.

Changes highlighted in blue will remain in place until all COVID-safety measures have been removed following advice from Leeds City Council.

KCSIE 2021 Update

Following the publication of revised guidance in KCSIE, there are new sections within our policy that deal specifically with societal issues that have become prominent in 2020 and 2021. These include Peer on Peer abuse and a range of types of bullying, including cyber bullying. Changes that have occurred due to the **KCSIE update are highlighted in red**.

Rationale

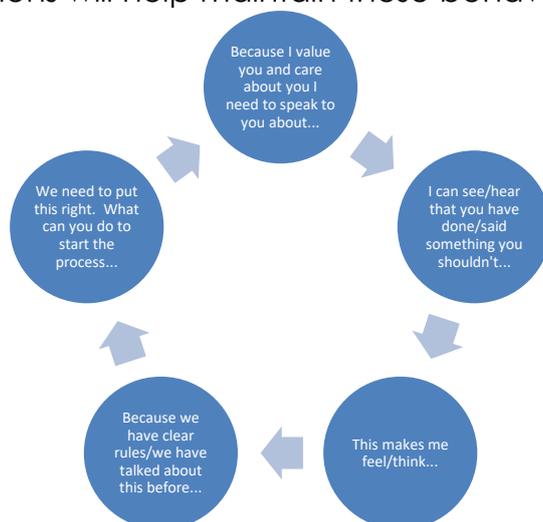
At Hunslet Carr Primary School we aim to provide a broad, balanced and relevant curriculum for all within a caring environment, providing the opportunities for individuals within our school community to develop to their full potential. We believe 'Impossible is Nothing' and that all of our children deserve 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 looks like and the ways in which we will encourage all children to behave well at school.

Some children who attend our school find it difficult to continually behave to the expected standard for a number of reasons. **Many of our children have experienced trauma, loss or stress during lockdown and this might impact their behaviour on their return to school. Some of our children have a SEND diagnosis which will help to explain why they might struggle to follow these new stricter expectations.** It is our job to demonstrate the behaviours we wish to see as we are their main positive role model in school.

This is not to say that we should not sanction children or show disapproval, especially if their behaviour threatens the safety of others, but 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 a successful future.

When working with children your relationships with them will be the 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
- SLANT – Sit up, Listen, Ask & Answer questions, Nod their head & 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.

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, group, space. 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 you expect, 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. At HCPS the sanction should always be appropriate to the level of misbehaviour.

Children should **never** be made to feel belittled with words. 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.

The Hunslet Highway

As we return to school with COVID-Safety measures in place, we have needed to alter the journey through the Hunslet Highway. There are now two lanes on the Highway.

Inside Lane = Normal everyday behaviours

Outside Lane = COVID-19 behaviours

Inside Lane

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

If they continue to demonstrate those behaviours, **they would be given a 4th warning and moved to Red on the Trackit Light on the 5th occasion. Please note that the warnings reset after break and lunchtime.**

The parents/carers of children on Amber **3x in one week** or **4x in one term** will be phoned by the teacher to discuss their child's behaviour at school.

Outside Lane

There are now several behaviours that children must not show in school as they put others in danger. These behaviours will lead to one warning before being moved to amber on **the 2nd occasion**.

If they continued to demonstrate these unsafe behaviours, they would be moved to Red on Trackit Lights on **the 3rd occasion**. **Please note that these warnings DO NOT reset after break and lunchtime.**

The parents/carers of children placed on Amber due to a COVID behaviour should be made aware of the behaviour by the teacher that day.

While there may be other parts of this policy that are more exciting to read or seem more important, consistently talking with parents/carers 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.

Moving to Red

Inside Lane

The first way to get to red is to be spoken to 5x over the course of a session.

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/carers of children on Red will be called to discuss their child's behaviour at school with the teacher in charge of the bubble.

As before, these conversations 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/carers.

Outside Lane

There are several behaviours that are so dangerous that these behaviours will lead children being placed straight on Red.

The new COVID 19 behaviours that would result in a straight red are:

- **Refusing to move away from another person when asked by a teacher**
- **Refusing to leave a classroom, bubble or place in school when asked**
- **Refusing to clean their hands when asked to do so by a teacher**
- **Deliberately entering another groups bubble**
- **Deliberately coughing or sneezing towards someone else in school**
- **Deliberately touching other people**
- **Teasing other children based on COVID 19**

The Hunslet Highway

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

Inside Lane

Old Rules

Warnings

- Children get 2 warnings before moving to Amber on the 3rd occasion



Amber

- Children get 1 more warning before moving to Red on the 5th occasion



Red

- Children will miss their entire playtime or lunchtime
- Their parents/carers to be called the same day

Outside Lane

COVID19 Rules

Warnings

- Children get 1 warning before moving to Amber on the 2nd occasion



Amber

- Children move to Red on the 3rd occasion



Red

- Children will miss their entire playtime or lunchtime
- Their parents/carers to be called the same day

Secondary Behaviours

When children are not following the 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 comply straight away knowing you will give them 30 secs.

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/pace of your lesson or cause any further disruption.

At the most suitable point in the day, where you can speak privately to that child, you should 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**
- **vandalism to school or another person's property**
- **leaving the classroom**
- **using Homophobic or Racist language.**

Planned Ignore

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

The child in question is looking for a response from the adult and will escalate their behaviour 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 not following these behaviours around school there is a process that should be followed with the children.

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, you are giving a clear message that you will not accept behaviour that is below the school's expectations.

Amber and Red

If 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.

Internal Exclusion

There maybe 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' and behaviours that would result in this sanction are:

- **violence towards another person**
- **bullying of any kind (racial, homophobic, transphobic 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 must be taken by an Assistant Headteacher or the Headteacher. **Following consultation with LCC, Internal Exclusion is a reasonable sanction, so long as COVID-safety measures can be maintained.**

Exclusion

There maybe 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' and behaviours that would result in this sanction are:

- **serious violence towards another person**
- **continuation of bullying of any kind**
- **peer on peer abuse**
- **vandalism to school equipment (considering the severity)**
- **where the good behaviour of the school community is threatened by the continued poor behaviour from a child at school.**

Bullying

All forms of bullying are zero-tolerance behaviours in our school and will be tackled immediately when staff become aware of it. This includes cyberbullying, prejudice-based and discriminatory bullying.

Schools that don't recognise, acknowledge or understand the scale of bullying and downplay some behaviours related to bullying as 'banter' can create a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises bullying.

If bullying is suspected or reported to the school either via the child, their parent/carer, staff members or other children in the child's class, the AHT who leads that year group will initially take responsibility for dealing with the issue.

The AHT will contact the parent/carers of the alleged bully and the alleged victim to find out from them about the bullying as they perceive it. Following these conversations, they will speak to the children involved and any other children who might be able to provide more information about the alleged bullying.

The AHT teacher will then consult the Headteacher to agree the appropriate way to move forward. Possible consequences may involve:

- the perpetrator being dealt with in school
- the school begin an early help plan with the family
- the school involving social care
- and if the incident is criminal, racist or homophobic, involving the appropriate outside agencies.

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 content on children's phones, tablets or computers we will work with parent/carers to support them in reporting the bullying 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.

Peer on Peer abuse

All staff should be aware that children can abuse other children, and that it can happen both inside and outside of school or college and online.

It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

It is also important to understand, that even if there are no reported incidents, it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse, they should speak to their designated safeguarding.

All staff in school are expected to challenge inappropriate behaviours between peers, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment and in worst case scenarios a culture that normalises abuse leading children to accept it as normal & not reporting it.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based/discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- 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
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern.
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, 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
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school's policy and procedures with regard to peer on peer abuse & the important role they have to play in preventing it and responding where they believe a child may be at risk from it. This is set out clearly in the school's Child Protection and Safeguarding Policy.

If peer on peer abuse is suspected or reported to the school either via the child, their parent/carer, staff members or other children in the child's class, the AHT who leads that year group will initially take responsibility for dealing with the issue.

The AHT will contact the parent/carers of the alleged abuser and the alleged victim to find out from them about the abuse as they perceive it. Following these conversations, they will speak to the children involved and any other children who might be able to provide more information about the abuse.

The AHT teacher will then consult the Headteacher to agree the appropriate way to move forward. Possible consequences may involve:

- the perpetrator being dealt with in school
- the decision on whether the children involved should be moved to another class while the investigation takes place
- the school begin an early help plan with the family
- the school involving social care
- and if the incident is criminal, racist or homophobic, involving the appropriate outside agencies.

Reasonable Force

Staff members are allowed to intervene physically to restrain a child 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.

Staff 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/Carers

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

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!