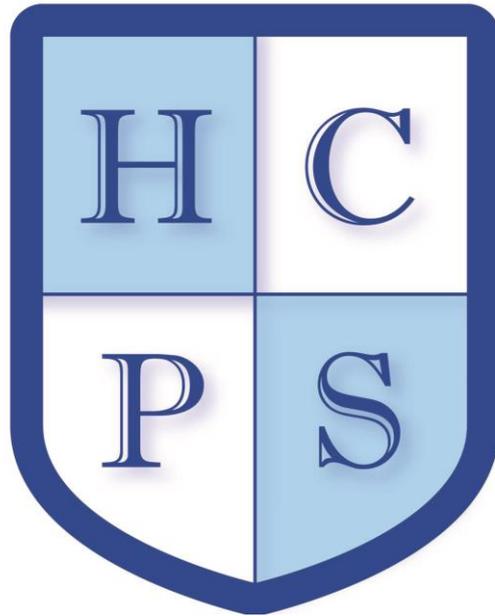


Hunslet Carr Primary School



Behaviour Policy

**High Expectations
Caring
Positive Attitude
Successful**

Policy reviewed: September 2017

Next review: September 2018

High Expectations, Caring, Positive Attitude 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 an 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

MISSION STATEMENT

Our mission at Hunslet Carr Primary School is to provide a broad, balanced and relevant curriculum for all within a caring environment thereby improving the Quality of Education regardless of class, age, gender, ability, race or creed, so providing the opportunities for individuals within our school community to develop to their full potential.

The main reasons behind the policy are to help the pupils show initiative in their general behaviour and to encourage a positive approach to their schooling, in a social as well as educational way.

As a staff we should set an ideal of how to behave, instead of continual disapproval of misbehaviour.

This is NOT to say that we should not show disapproval but that we try to explain what they should be doing initially. The 5 outcomes of every child matters are integral in the policy both in writing in practice.

- To encourage pupils to co-operate with each other and with teachers
- To help raise self-esteem in pupils
- To give pupils a positive experience in school
- To provide social education
- To encourage consistently high expectations of children's behaviour by the whole staff **through the use of SEAL and Ethos Statements**
- To minimise and prevent confrontation in school **using the language of choice and consequences**
- To ensure a positive learning environment
- For pupils to recognise and accept responsibility for their own actions
- To ensure all staff are involved in the formation of this policy

AGREED PLAYGROUND PROCEDURES

Before 8.50am

All teachers and teaching assistants should be on the playground ready to collect the children when the bell rings.

8.50am

At 8.50am, a designated person will ring the bell and the children should go to their class line ready to be collected by their teacher and teaching assistant who are already there waiting. When told, the children should walk quickly, quietly and sensibly, on the left, to their classroom with one adult at the front of the line and one at the back ensuring the children are well behaved.

On hearing the bell, a member of the Foundation Stage team will open the gate to allow the parents of Reception and Nursery children to bring them into the cloakroom areas. The parents and children will be met here by Foundation Stage members of staff ready to begin their day.

Break Times

- KS1 – 10:05-10:20
- LKS2 – 10:25 – 10:40
- UKS2 – 10.45-11

Children should be walked to the playground by their class teacher and teaching assistant (where possible) and only left by their teacher when the adults on duty are on the yard. All adults on duty must wear a hi-vis vest so that they stand out to the children and other adults on the playground. Children should not be allowed to run down the sides of the school on their way to the playground.

Children should remain in the playground, unless given permission by an adult to re-enter the school to go to the toilet.

All members of staff, including Teaching Assistants need to ensure they are in the playground before the end of break ready to collect their line when the whistle is blown. On hearing the whistle children should walk quickly and sensibly to their line. When told, the children should walk quickly, quietly and sensibly, on the left, to their classroom with one adult at the front of the line and one at the back ensuring the children are well behaved.

Dinner Times

- **Foundation stage 11:30-12:30 (Friday 11:10-12:10)**
- **Years 1 and 4 12:00-1:00 (Friday 11:40-12:40)**
- **Years 3 and 5 12:20-1:20 (Friday 12:00-1:00)**
- **Years 2 and 6 12:30-1:30 (Friday 12:10-1:10)**

Each lunch sitting will last for 20 minutes. During this time, the children are involved in family style dining. This means that the older children will serve the food to the younger children whilst talking to them and teaching them table manners. The children will remain in the hall for the entire 20 minutes, talking to the people on their table. At the end of the sitting, a lead teacher will call out class names to line up with their teacher and leave the hall. At this point foundation and years 1, 2, 4 and 6 will be taken to the playground where they will remain until the end of their lunch break. Years 3 and 5 will return to class having had their lunch break beforehand.

All members of staff need to ensure they are in the playground before the bell is rung/whistle is blown to signal the end of their class's session. On hearing the bell/whistle, children should walk quickly and sensibly to their line. When told, the children should walk quickly, quietly and sensibly, on the left, to their classroom with a teacher at the front of the line and a midday supervisor at the back ensuring the children are well behaved.

Wet Playtime

If it is a wet playtime, children will remain in their classrooms. They will participate in the activities which their teacher says they are allowed to do. Teachers should stay with the children in the class and arrange times with their Teaching Assistant in order for them to receive a comfort break.

Wet Dinner Time

If it is wet dinner time children should be brought to the dining room when they are instructed to do so by the dinner staff. Teachers should leave out the equipment that they are happy to be used during this time. Teachers should return to their classrooms promptly at the end of their lunch break.

End of the School Day

The school day ends at 3:20pm Monday-Thursday and at 2pm on Friday. On hearing the bell, children should leave the school building when dismissed by their teacher in an orderly fashion. They should not leave the school premises until they are collected, unless they have parental permission to do otherwise. A member of staff should always see the children out of the building.

General Movement Around School

Children should walk quietly and sensibly on the left. They should show consideration for children working in areas they are passing through. We expect the children to be polite in school, holding the doors for others and saying please and thank you. As adults, we support the children in this by modelling the behaviours we expect from them.

Repeated failure of staff to follow these procedures will be dealt with initially through a discussion with the Headteacher.

Playground Rules

Designated children to be responsible for putting play equipment out for KS1 and collecting it in at the end of UKS2 playtime.

- Look after the play equipment and share with other children
- Children to stay on the tarmac area and away from the glass porch area
- All fruit cores/skins to be placed in the compost bin and wrappers to be put in the bin. At lunchtime there should be no food in the playground
- **NO FIGHTING.** Any problems to be reported to those staff on duty
- When the whistle blows twice to signal the end of playtime, walk quickly to your class line.
- If equipment goes outside of the school premises, then only an adult should go to retrieve it.

Adventure Playground

- Children to use the equipment sensibly
- Equipment not to be used if it is wet

School Rules & Expectations

'Always be friendly and polite to everyone, never use offensive or racist language'

Examples - To help others in school eg – hold doors open for others. Speak politely to everybody in the school. Use adult's names when speaking to them. Being helpful to visitors.

'Always keep your hands and feet to yourself'

Examples - No bullying, fighting, kicking – NO VIOLENCE. No spitting. If you see anything always tell a member of staff.

'Always tell the truth'

Examples - Be honest about what you see and hear. Take responsibility for your own actions.

'Always take good care of the school equipment and building'

Examples - This includes playground and PE equipment.

'Always walk sensibly on the left in school in silence'

Rewards for Good Behaviour

- Praise
- Super star certificates in star assemblies
- Growth Mindset certificates in star assemblies
- House Point Tokens (see Appendix B)
- Good to Be Green awards (see Appendix A)

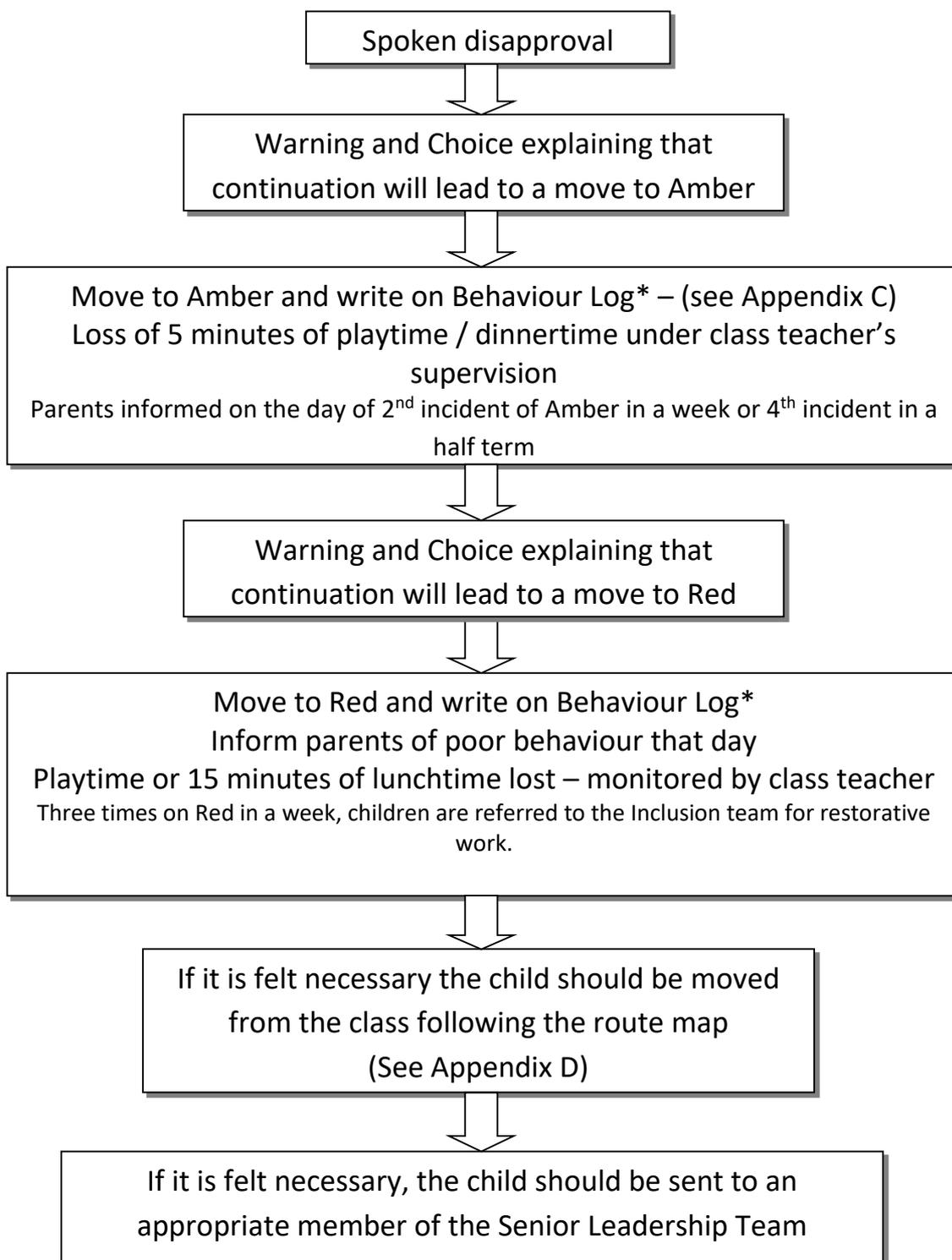
Rewards for Good Work

- Praise
- A class award personal to teacher
- **EXCEPTIONAL** work to SLT or Inclusion Team in SENCO Room, 10 minutes before break/lunch
- School Super Star certificates to be given out for outstanding work
- House Point Tokens (see Appendix B)

Classroom Sanctions

The main component is that the punishment must be made to fit the crime and the child should move through the following stages.

At all stages children should be spoken to in the language of choice as suggested by SEAL.



**The behaviour of some children with specific needs is reported on yellow forms that are analysed by the SENCO. These behaviours are also recorded on the log used by the remainder of the school. Children who's behaviour is recorded on the STARS form receive individual support and their behaviour is only recorded in this way and analysed separately to the remainder of the school.*

Continued Infringement of Classroom / School Rules

There may be times where children in school continue to choose not to follow school or classroom rules and these times can be stressful for the adults concerned.

In the first instance it is important that you try to remain calm and consistent in your approach to the child and remember the language of choice as suggested by SEAL.

You need to record the instances of poor behaviour either on the behaviour logs in class, a school report or a home / school book shared with parents. These should be shared with parents and senior leaders so that all parties are fully informed of the child's poor behaviour and can work together to make improvements. (see Appendix E for examples of Report cards)

Exclusion

If pupils are repeatedly moving through these classroom sanctions then senior leaders may take the decision to exclude the child.

Pupils will be internally excluded using a member of staff to help the child undertake school work away from the classroom. Internal exclusion can be used in short periods of time where it is appropriate for the child involved and can be given with no notice during a day. If this is the case the parent should be informed as soon as possible, either in person or on the phone. When pupils are internally excluded for a full day, their parents must be informed as the child will be expected to attend school at 9.30 and to leave school at 2.30. (see Appendix F for examples of Internal Exclusion forms).

Zero Tolerance

Some behaviours are considered completely unacceptable in our school and will result in steps being missed out and children placed on red and taken directly to a member of the senior leadership team.

Senior leaders will organise a period of exclusion for the child. This exclusion might be internal, or, in extreme circumstances external exclusions will be issued.

Serious violence towards another person
Bullying of any kind (racial, homophobic etc)
Severe vandalism to school equipment
Serious theft
Serious inappropriate sexual behaviour

Bullying

Bullying is a zero tolerance behaviour in our school. If bullying is suspected or proven, the class teacher will initially take responsibility of dealing with the issue. He/She 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. If the class teacher feels that the issue is out his/her hands, he/she will 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 responsible in dealing with this issue as though it had been an act of verbal abuse on the playground. All cyberbullying issues will be dealt with as described above and the police may be informed of any threatening, racist or homophobic comments.

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

Reasonable Force

Although school does not have a 'no-contact' policy, physical intervention is not used as a form of discipline. Staff members only intervene physically to restrain in line with government guidelines. 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.

Where children have a behaviour plan in place that includes the use of Team Teach as a safe and reasonable method of physical intervention these staff members will receive the appropriate training through Leeds City Council.

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

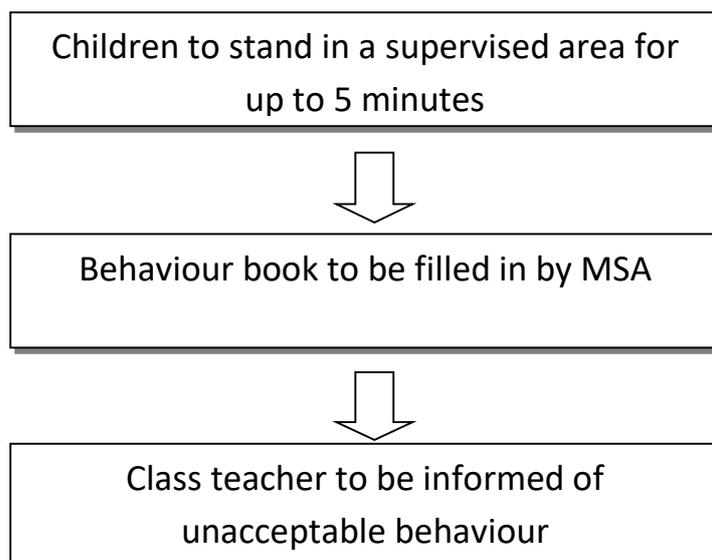
Informing Parents

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 2 incidents in a week or 4 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 behaviour logs in class. (See appendix G)

Playground Sanctions

If there is repeated poor behaviour from a child at dinner time, the stages below should be followed:



If children continually misbehave at lunchtime -
Send to appropriate senior leader who will inform parents of the child of their behaviours at lunchtime. If the behaviour continues after intervention from senior leaders, send out a warning letter saying if the behaviour persists the child will miss their dinnertime play for one week.
(see Appendix H)

The Power to Discipline beyond the School Gate

At Hunslet Carr Primary School, bad/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.

Nurture Support

If for any reason a pupil finds it difficult to adhere to expectations set out in the Positive Behaviour Policy, a referral process is in place for pupils who we think would benefit from intervention from our Nurture Team. This intervention addresses barriers to learning arising from social, emotional and behavioural difficulties. Nurture is 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.