

# Behaviour at Hucklow Primary School

## Aims:

- To create a calm, caring, orderly and co-operative atmosphere where everyone is happy, safe and secure.
- To promote **positive** attitudes and foster good relationships.
- To ensure everyone has **positive** enthusiasm for school life and children take responsibility for their learning
- To reward good behaviour and respond appropriately to unacceptable behaviour.
- For all (children and adults) to show **respect** for each other's feelings, rights and backgrounds
- To ensure everyone is treated equally and everyone feels **valued**.

## Rewards and celebrations of appropriate behaviour:

- Celebration assembly (Friday and at the end of half term) - **outstanding** effort linked to **Core Values**.
- Verbal praise / time – used proportionately and with meaning
- Positive notes home - used proportionately and with meaning
- New learning and good citizenship

## Social Time:

A time to **model**, **promote** and build **positive** relationships within the school community. (1 - 20-30minute session per week)

Activities must be planned to promote positive relationships within the class.

## SEAL:

Weekly sessions to teach:

- Behaviours for learning
- Building positive relationships
- Deliver positive experiences

## Personalised / enrichment timetables:

Where a child requires a more specialist approach for social and emotional learning a personalised/visual timetable will be used to provide appropriate enrichment activities rather than these being seen as a reward.

## Choice Charts:

Where a child's behaviour is causing a concern or following a serious incident, implement a Choice Chart. Speaking with the parent and child is essential and this should inform the targets to work towards. Be consistent in completing and ensuring their chart is signed by the SLM or IM and then shared with parents at the end of the week.



## Dealing with low level behaviours:

### To stop behaviour escalating:

- ▶ Have high expectations and that the children know what they are
- ▶ Deal with low level incidents positively and remember to use calm tone and intonation
- ▶ Use proximity praise , re direction and distraction and allow take up time
- ▶ Use the words 'Thank you' instead of 'Please'

### Then...

1. Give a **warning** with a solution

2. Give a **second warning** with a solution (show a yellow card) (do a PIL in own time teacher / TA responsibility)

3. Child to be **removed from class** for agreed amount of time (PIL to be completed with LM must be followed up by class teacher – behaviour recovery)

(Remember your logical consequence eg. catching up work in break or lunchtime)

## Dealing with serious behaviours:

**Call for assistance if behaviour is causing a disruption to the learning of others or a is a risk to safety.**

- ▶ Use the Post Incident Script but make sure it is at an appropriate time
- ▶ Logical consequences agreed with the child alongside the consequences for serious incidents (internal exclusion, exclusion etc.)
- ▶ Parents must be informed of incident

## Post Incident Learning:

- ▶ **Listen-** to the child's view "What happened?"
- ▶ **Link-** feelings to the behaviours of all concerned "How did that make you feel?"
- ▶ **Learn-** find better ways for next time " If this happened again what could you try next time?"
- ▶ Remember to TELL:
  - **Timing-** will depend on the child
  - **Environment-** comfortable and neutral area
  - **Listening-** active listening, looking at body language, non judgemental
  - **Learning-** takes place without blame to help reduce the chance of repetition.

**PILs should be discussed with the pupil to ensure maximum impact**

## Recording of incidents:

Post Incident Learning time should be recorded on the proforma provided. The Inclusion Team will collect PILs for analysis. Serious incidents and repeated incidents need to be brought to the attention of the Inclusion Team for further discussion around provision and parental involvement. Incidents requiring positive handling should always be brought to the attention of the Inclusion team and the member of staff must complete a serious incident form and the RED BOOK



# Logical Consequences

Behaviour	Logical Consequence
Not on task	Catch up work – break, lunch or home
Work done to a poor standard	Catch up work – break, lunch or home
Disrespect to a adult	Restorative Conference - seek support if required Letter of apology
Disrespect to a peer	Restorative Conference - seek support if required Letter of apology
Damage to property / environment	Letter home to parents may include bill for repair Pupil cleans up mess – risk assess and parent informed
Aggressive behaviour on the yard / in dining hall	Time inside – anger gremlin intervention (with IM) Restorative Conference
Aggressive behaviour in the classroom	Time inside – anger gremlin intervention (with IM) Restorative Conference
Serious incidents need to be brought to the attention of the IM and incidents requiring positive handling	Seclusion Possible exclusion – Exec Head RED BOOK Parent informed Choices Chart

