

## Hucklow Behaviour Policy

### 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**.

### To prevent 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'

### Dealing with low level behaviours

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

**2. Give a second warning with a solution - show the yellow card**

**If the behaviour continues then ...**

**3. Child to be removed from class for session (PIL to be completed with LM and followed up by class teacher – behaviour recovery)**

**If a child is removed from class before break they will spend break catching up work**

**If a child is removed before lunch they will spend lunchtime catching up work**

**The Inclusion team will be available in the Sunshine Room to supervise during lunchtime**

## **Dealing with serious behaviours:**

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

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

## **Fighting on the yard**

Children will be removed from yard a PIL completed - children will be kept off yard and undertake a safe play intervention for the agreed amount of time and be part of a restorative conference (minimum 1 lunch session)

Repeated incidents – Children will remain off the yard and complete a safe play intervention over 5 days and be part of a restorative conference

## **Post Incident Learning / Repair and Rebuild**

**Listen-** to the child's views "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 the Inclusion Manager will discuss handling with parents.**

### **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
- **BRAVE** Awards linked to behaviour, attitude, attendance and presentation
- 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 Choices 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.

**YELLOW  
CARD**