



Red Hall Primary School

Our Behaviour Belief

Document History	
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Expectations and Choices

(Red Hall Primary School's Policy for Managing Behaviour) Red Hall's 'Behaviour Belief'

"This is how we do it here"

At Red Hall Primary School, we are committed to;

Our Motto

'Believe and Achieve'

*Red Hall Primary is a school where ALL children no matter what their home situations or academic levels are given the skills to '**believe**' in themselves and to '**achieve**' their very best.*

Our Vision

Community

Aspirational

Respect

Inclusive

Nurturing

Growing together

Aims

Red Hall Primary School aims to promote an environment in which everyone feels happy, safe and secure. It is the aim, that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This policy is therefore designed to support the way in which all members of the school can work together in a supportive way.

Our 'Expectations and Choices' framework is based on the belief that:

Children need support and guidance to make the right choices in their lives, therefore, Red Hall Primary School has developed an ethos and culture in school, which enables our children to get into a positive high performance emotional state to succeed in education. We as a school do not recognise the term 'bad behaviour', instead we understand that emotional state can affect the choices that children make.

Defining Emotional State

Have you ever started your day in a great mood and everything just got better? When no matter what challenges you met you coped easily. On other days, the smallest difficulties seem overwhelming. We respond differently to any kind of situation depending on how resourceful our state is at the time. At the end of a long hot day, when we are tired, hungry and irritable we are likely to experience a different state (and behave differently) than when we are refreshed and looking forward to a pleasant day.

Emotional states indirectly affect behaviour. They do not cause it. When we are feeling angry, we are more likely to act aggressively. When we are relaxed, we will more likely take time to make decisions. (<http://nlp-mentor.com/emotional-states/>)

We aim to develop our children's independence and make them responsible for their learning behaviours and the decisions they make.

How is this achieved?

- By focusing on the emotional state of children.
- By recognising this personal state we aim to proactively influence the transition to a more positive state.
- By using only positive language.
- By listening and supporting the child.

When children are unable to meet our school's expectations we create opportunities for them to make informed choices.

We aim to give the children in our school the tools necessary to make the right choices in their lives, that enable them to be considerate and respectful to others and set the conditions in a class that promotes progress and learning.

The school has three core codes of conduct and we need our children to be **Ready, Respectful and Safe:**

- **We look after ourselves**
- **We look after each other**
- **We look after our school**

This policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to be considerate and work effectively.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Our school recognises and promotes 'right choices', as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good choices and accountability, rather than merely deter anti-social behaviour. We work tirelessly to get to the root of the emotion, to ensure we can offer the correct support to understand the emotions that drive the behaviours.

Staff Responsibility

Behaviour Management is the responsibility of **all** staff. Getting the culture right is pivotal. The culture is set by the way the adults behave. When the adults change, everything changes. At our school, all staff work consistently.

Role of the Head teacher

It is the responsibility of the Headteacher to implement the policy consistently throughout the school, and report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the codes of conduct expected, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents including bullying, homophobic and racist incidents.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious incidents. For repeated or very serious incidents, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified and only in the most extreme of cases. (Please see Exclusions Policy)

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school codes of conduct are enforced in their classes, and that their classes act in a responsible manner during lesson time. Our class teachers in our school have high expectations of the children with regard to learning attitudes and conduct, and they strive to ensure that all children work to the best of their ability. Our class teachers must be role models for the children and treat each child fairly, and enforce the classroom code consistently. All teachers treat all children in their classes with respect and understanding.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent (in discussion with the Family Support Worker and the Headteacher or Deputy Head) if there are concerns about the attitudes or welfare of a child.

We do this through;

'Time and Space'

We recognise that when situations arise, which can cause potential conflict, the child and staff member(s) may need the time and space to **calm** and **reflect**.

We offer the children the opportunity for a reflection talk, where children are helped to:

1. Focus on their feelings that drove the action.
2. Identify or form better choices / options.
3. To adopt the choice which enables them to manage their feelings in a more productive way so that consideration and respect are promoted. We ensure we use our help script;

Name ...

I can see that ...

I am here to help ...

Talk and I will listen ...

Come with me ...

* Remember this is a 'partnership' process.

The 'Time and Space' process

'Time and Space' works through three possible stages;

1. Calm

- If a child is not meeting the school's expectations, then in a positive manner, staff say, 'think about the choices you are making or you may need some 'time and space'. (A time and space card may be used to signal this, see Appendix D).
- If a child is emotionally not ready to learn OR continues to break the school's code of conduct (look after yourself, look after each other, look after our school) then in a positive manner, staff say, 'could you take some time and space or I think some time and space would help you right now' (A time and space card may be used to signal this, see Appendix D).
- The child will then go to the designated time and space area, just outside of the class room.

2. Reflect

- Here they have the time and space to reflect on the choices they have made and:
- Return in a more positive state – checked on after 5 mins.
- Be supported with optional follow up time with a member of staff – where **we** * can explore different choices

3. Support

- Some children may benefit from the support and facilitation of an adult to find better choices. We do this by focusing on process not content to identify alternative options a child can use in the future when faced, with similar situations.

Each class has a 'time and space' card which a child will take outside to the designated 'time and space' area. They can also use this card to facilitate discussion with the class teacher by showing the reverse side to them.

'Thinking Cloud' (see Appendix B)

Some of our children may need a more visual representation of the effects their choices can make on their learning and that of others. These children will have a personalised process sheet that sets out strategies to help them succeed in their learning

The 'Thinking Cloud' will also set out a number of clear consequences, for not making the right choice.

The ultimate goal is to put children into a high performing state that will promote good progress and harmony in the class and wider school.

* Remember this is a 'partnership' process.

Choice Contract (see Appendix C)

Should a pattern of behaviour arise where children continue to make choices which break our school's code of conduct the senior leadership team will meet with parents and pupil to write a 'choice contract'. This is only to be used in extreme circumstances when a "thinking cloud" has been tried and shown to be ineffective.

The 'choice contract' would typically be invoked if a child is disrupting learning on a daily basis (perhaps by running out of class or continually shouting over the teacher), or where they are physically or verbally aggressive towards staff or pupils.

A child on a 'choice contract' will meet with a member of the Senior Leadership Team on a Monday morning before starting lessons to review the specific targets on their contract. A follow up meeting will be held on the Friday to review the week, with a Senior Leader AND the child's parent/carer. The contract must be for a fixed time period (6 weeks for example) and reviewed at the end with pupil and parent/carer.

The contract will make it clear what the consequences will be for the child if they decide not to meet the targets within it (these could include loss of breaks, lunchtimes, PE sessions with the whole class, etc.).

To be on a 'choice contract' is incredibly serious as the next step for that child is firstly internal exclusion (working out of class with a member of staff and having no contact with their peers for the duration of the exclusion) and then external exclusion (being required to work outside of the school environment). Children who receive more than one external exclusion may be considered for a 'managed move' away from Red Hall Primary School or in extreme cases face permanent exclusion. However, this is based on each case and the severity of the incident (see Exclusions Policy)

Praise and Reward

A key component to any successful 'behaviour' system is the way in which those children making good choices are praised and rewarded. At Red Hall we recognise that the vast majority of children make the right choice and support the school's Code of Conduct at all times. These children need praise and recognition for the outstanding way in which they behave on a daily basis. Rewards are also a way of sending a message to those who have not made the right choices, hoping in the future that this will impact on their future decisions.

All staff have the right and responsibility to support colleagues to maintain a high performance emotional state.



Appendix A

Red Hall's 'Behaviour Belief'

"This is how we do it here"

In summary this is the procedure for managing behaviour and promoting 'right choices' in our school.

Red Hall Primary School - Expectations and Choice Framework

<u>3 Rules</u>	<u>All staff, every day</u>	<u>Over & Above Recognition</u>
<p>Red Hall Primary School has three core codes of conduct and we need our children to be Ready, Respectful and Safe:</p> <ol style="list-style-type: none"> 1. We look after ourselves 2. We look after each other 3. We look after our school <p>It is the responsibility of class teachers to ensure that the school codes of conduct are enforced in their classes, and that children act in a responsible manner during and outside of lesson time.</p>	<ul style="list-style-type: none"> • We will meet and greet all children at all times and we model correct responses and refer to our 3 rules as a reminder. • We will model positive behaviour and build relationships. • We plan lessons that engage, challenge and meet the needs of all learners • We use the language of choices – Right Choices, Wrong Choices. • We don't walk by or ignore, we address all behaviour (we will talk about this later). • We use a standard non-verbal signal to gain attention (raised hands) • We do not shout at a child or at a class, we remain calm and go through the steps. Prevent before sanction. • We will always follow up and engage in reflection with the children about choices. • "1,2,3 eyes on me". All children will be looking at you immediately. 	<p>In our school RELATIONSHIPS are key.</p> <p>Be bothered - make each child feel appreciated and important.</p> <ul style="list-style-type: none"> • Verbal and non-verbal praise • House Points • Positive notes home. • Jar of good choices. • Lunchtime supervisor notes. • Lunchtime Club Reward • Pupil of the Week • Recognition Board • Marvellous Me • Team/Class Target <p>And for the adults</p> <ul style="list-style-type: none"> • Staff Shout out board • 'Over and above' cards and notes. • Thankyou gifts • Morale Lunches • Secret Mentor <p>Senior Leaders will;</p> <ul style="list-style-type: none"> • Meet and Greet the school community on a morning. • Provide positive notes home • HT/DHT rewards • Celebrate using social media • Appreciation Friday – staff eat their lunch in the hall with the children and 'popcorn' when saying something they appreciate.
<u>Routines</u>		
<p>1. Keep calm and, where possible, match the child's eye-level.</p>	<p>2. Give choices and 'Time and Space'</p>	<p>3. Remind the child of examples of their good behaviour and achievements</p>

* Remember this is a 'partnership' process.

Red Hall Primary School - Expectations and Choice Framework

<u>Stepped Boundaries</u>	<u>Mantras</u>	<u>Questions</u>
<p>1. De – escalation (Time and Space)</p> <p>2. Consequences</p> <p>3. Conversations</p> <p>Resist the urge to send “up the hierarchy”</p> <p>You’re telling a child you can’t deal with the situation.</p> <p>If you need support stand with that person to deal with it..show a united front.</p>	<p>An emotionally led response to bad behaviour should always be resisted. When children behave badly give them what they don’t want.</p> <p>An emotionless calm response.</p> <p>Use, “1,2,3, eyes on me” then</p> <p>Use;</p> <ul style="list-style-type: none"> • Help Script • Change of Face • Time and Space for you’. 	<p>What happened and why did you make the choice to behave like that?</p> <p>Who was affected by your behaviour?</p> <p>What would have been the right choices to make in that situation?</p> <p>Do you have anything you want to say?</p>

* Remember this is a ‘partnership ’process.



Appendix B

Red Hall's 'Behaviour Belief' – Parents and Pupils Guide



- At **Red Hall**, we believe that **no** child is badly behaved. Instead, we understand that, at times, **life** gets tough for these little people, which may result in them making 'wrong choices'.
- If 'wrong choices' are made, it is **our job** to **support** the child and give them the **space, safety** and support to **recognise** how to **manage** their **emotions** in a better way **next time!**
- It is **NOT** our job to **judge, embarrass** or **shout** at a child. **Instead** we need to look at the **triggers** and **speak** to the **child** to see what we can do to help.

- Children at Red Hall are offered 'Time and Space', if they need some time to **think** things through or if they need to **reflect** on some of **their** choices.
- This is **not** a punishment; it **is** an opportunity to take some time to **think** about what **may** have **caused** them to make a 'wrong choice'. **When** the child is ready, they will then **spend** some time with an adult and **discuss** the situation.
- In our school, **adults** as well as **children** have 'Time and Space' - see, it's **not** a bad thing! 😊



Appendix C

Thinking Cloud *

***An example only – should be completed with child and steps worked out together**



Appendix D

Choice Contract

Red Hall Primary School

Choice Contract

Pupil Name:

Date:

The following contract is issued to allow Red Hall Primary, parents and (insert child's name) to have clear guidelines and understanding as to the acceptable behaviour expected in school at all times and what the consequences for not meeting these standards will be.

This contract is to be reviewed each Monday morning before lessons start with a senior leader and a follow up session after school on a Friday will take place with the senior leader, the pupil and the parent/carer.

It should be noted that the choice contract is only used when ALL other procedures have been tried. It represents the last resort for a child at risk of exclusion.

(insert child's name) Targets:

The following are examples only:

To remove themselves from situations which make them angry and allow themselves to cool down in the class' 'time and space' area for no longer than 10 minutes.

To speak and act with respect to ALL adults and pupils.

To follow instructions from ALL adults immediately and with respect.

In order to work towards these targets (insert child's name) will need to:

Understand that school has imposed these targets to support and help them in their future at Red Hall Primary. They need to follow ALL school rules and codes of conduct, because these have been put in place to ensure a safe learning environment for all the children and staff at Red Hall.

* Remember this is a 'partnership' process.

In order to help (insert child's name) meet these targets staff in school will:

Continue to offer in-class support when needed, monitor behaviour during break and lunchtimes, remind them of their targets and reinforce any positive behaviour shown.

In order to help (insert child's name) meet these targets parents will:

Actively support them to reach their targets, reinforce positive changes in their behaviour and attitude. Work together with staff to ensure a successful future for them at Red Hall Primary. This may include supporting them in school, if asked to go into internal exclusion.

If (insert child's name) fails to meet his targets:

Failure to meet these targets will lead to exclusions from class or yard and if problems persist they could risk permanent exclusion from Red Hall Primary.

Where necessary 'Team Teach' will be used to ensure that they do not put themselves or anyone else in danger.

Putting any pupils or staff in danger or assaulting them or demonstrating threatening behaviour may lead to the Police being called to the school.

We understand the contract and will meet all targets or accept the consequences:

Signed: (insert name of pupil)

Signed: Parent / Guardian

Signed: Teacher

Signed: Senior Leader



Appendix E
Time and Space cards








Think about the choices you
are making.



Appendix F

Golden Tickets for Lunchtime Supervisors use outside:

-  We are kind to each other
-  We line up sensibly
-  We ALWAYS do what Lunchtime Supervisors ask
-  We let others join in our games
-  We walk in when our House is called

Please exchange this for a good choice marble from your class teacher.

Name

Golden Tickets for Lunchtime Supervisors use inside:

-  We say 'please' and 'thank you'
-  We chat to the people next to us
-  We use a quiet voice in the hall
-  We ALWAYS do what
-  We stay in our seats when Lunchtime Supervisors ask eating
-  We are silent when asked attention'
-  We use a knife and fork for 'our

Please exchange this for a good choice marble from your class teacher.

Fantastic choice!

Name



Appendix G

Glossary of terms used

Time and Space

A quiet area either within or outside of the classroom where children can take time and space to **calm** and **reflect** on their choices.

Help Script

This is the script **ALL** adults use when approaching a child who might be making wrong choices or in crisis.

Name ...

I can see that ...

I am here to help ...

Talk and I will listen ...

Come with me ...

Marvellous Me

Red Hall uses the app – Marvellous Me. This is a way of sending messages to parents when their child has done something 'marvellous'. It can be used in a plenary to showcase the learning from that lesson or could be used to highlight a child's politeness. It is expected that teachers and staff will be using the app on a daily basis to send messages directly to parent's smart phones. This is also a way of encouraging parents to 'revise' work learnt that day. Marvellous Me is a key tool in our aim to engage parents more in their child's learning.

House Points

Each child is placed in one of four 'houses' when they begin at Red Hall in Key Stage 1. The houses currently are: Nelson Mandela, Marie Curie, Albert Einstein and Rosa Parks. The children learn about the inspirational person behind the name and earn 'house points' for excellent work in class or for being kind, polite, etc. The 'house' with the most points earns themselves an end of year party. House points are displayed on a notice board in school and on the school's website.

Jar of Good Choices

Each class, from reception to year 6, has a 'jar of good choices'. The jar is filled with marbles each time a child in the class makes a good choice. This could have happened in class or at lunch or playtime. The jar is used straight after lunch to find out if anyone has earned a 'golden ticket' (see below); it is intended to be a way of focusing on the positives in everyday school life and is a crucial part of our practice towards becoming a 'growth mindset' school. Once the jar is full, the children can then choose a reward of their choice – this could be for example, 5 minutes' additional playtime, dance time etc.

Golden Tickets

Golden tickets are given to pupils at lunchtime by the lunchtime supervisors to reward children who have made great choices. These choices link to the expectations we as a school set for lunchtimes, displayed in our hall at all times. Children with a golden ticket bring to back to class after lunch and it is exchanged for a marble (which is placed in the 'jar of good choices', see above). A discussion is had in class about how the ticket was earned and how others could earn such a ticket in the future. This is a crucial part of our practice towards becoming a 'growth mindset' school. This also ensures that our children recognise that ALL staff are working together, no matter how many hours they are in school for.

Team/Class Target

Each class selects a behaviour or learning behaviour they would like to see improved within their class. This is set as a 'Team' or 'Class' Target. Whenever a child is noticed to be modelling this behaviour, their name is displayed next to the target. The target stays until EVERY child in the class has achieved that target. Once a child has their name displayed on the board they can not be removed as they have proved they know how to model that behaviour.

Appreciation Friday

Every Friday, a member of staff from each class, eats their dinner with the children in the hall. During this time, they take turns in standing up randomly and explaining why they are proud of a particular child, then the rest of the children give them a round of applause. There is no limit to how many children can be mentioned by one member of staff.