

# Behaviour & Relationships

Ready, Respectful, Safe.

Hill View Primary



## 1. Aims and principles

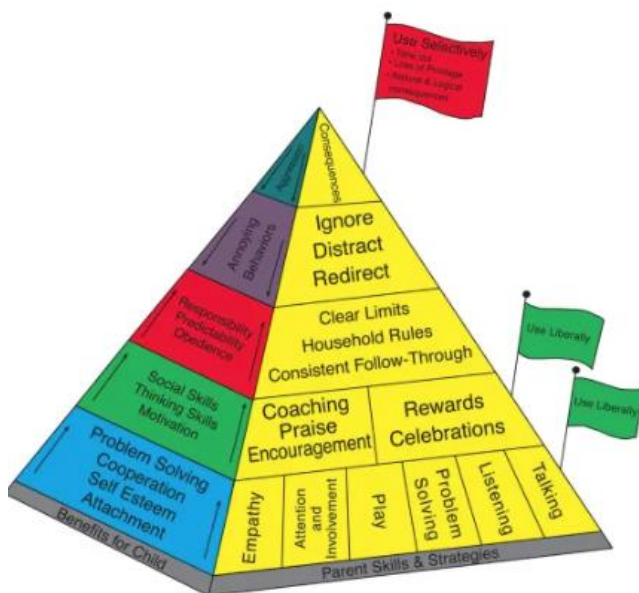
These are dealt with in the main trust Policy but locally our school approach to behaviour includes the schools systems and social norms, including key habits, routines and consequence systems. We are committed to creating an environment where behaviour, dispositions toward learning and relationships are exemplary. Everyone is expected to maintain the highest standards of personal conduct, to take ownership of their behaviour and encourage others to do the same.

In order to promote a good disposition towards learning that develops resilience, self-discipline and respect, we want all of our pupils to ensure their behaviour remains Ready, Respectful and Safe at all times.

For us to achieve a positive ethos it is essential that all members of the school community work well alongside each other and develop positive working relationships. All adults aim to be exemplary role models. All relationships are based on mutual tolerance and respect, trust, fairness, openness, politeness and honesty.

We use the values of the school to build character:

- **Aspire**- To allow children to learn through the individual liberty to make the right choice. Children will be given the opportunity to reflect upon their behaviour and coached to make appropriate choices in the future.
- **Success**- To ensure that children are clear about positive behaviour expectations and to meet and exceed these. To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- **Community**- To develop a sense of mutual tolerance and respect towards others. To understand that active participation, fairness and equity are principles that underpin the principles of democracy. and contribute to uphold and sustain our community standards and expectations. To value everyone equally, enabling them to become independent and confident members of the community with a sense of belonging.
- **Excellence**- To have high expectations of their behaviour and the behaviour of others, particularly to be ready, respectful and safe. To achieve an excellent standard of behaviour supported by pupils, parents / carers and staff.
- **Nurture**- To understand and support that some children will have more learning so they can self-regulate or require adaptation and support to self-regulate.
- **Trust**- To help children follow the rules and expectations of the school and prepare them to follow the rule of law when they are adults. Prepare children for opportunities, responsibilities and experiences of later childhood and adult life, through the encouragement of self-control, problem solving and decision-making. To set clear boundaries of acceptable behaviour and to ensure safety.



The Incredible Years Parenting Pyramid has a base similar to the PACE approach. Trust and Nurturing are at the foundation of strong human relationships and effective behaviour with consequences being the tip and only selectively used.

## 2. Expectations:

<p>What pupils can expect from staff:</p>	<p>Staff will:</p> <ul style="list-style-type: none"> <li>• greet you every morning and welcome you into school. (Senior Leaders will do this on the school gate).</li> <li>• treat you fairly and tackle discrimination to minimize barriers to learning and participation through equitable adaptation.</li> <li>• be enthusiastic and develop positive working relationships with you and your peers in their classes.</li> <li>• celebrate the success of pupils in lessons, after school activities and assemblies.</li> <li>• enable all pupils to access the learning and expect all pupils to contribute to the learning trying their hardest.</li> <li>• Agree and involve you in a clear and predictable framework, consistent routines and safe boundaries that enable all pupils to be successful. Establish rules and expectations through a class charter that is the local interpretation of the community standards.</li> <li>• communicate both successes and concerns with you.</li> <li>• set high expectations, clear boundaries, and regularly remind and reinforce classroom and school expectations.</li> <li>• Provide positive role-models and role-model themselves what good behaviour looks like for pupils to aspire to reach,</li> <li>• use a range of non-verbal and verbal cues to encourage good behaviour, including non-verbal praise, proximity and other methods.</li> <li>• be approachable and available at appropriate times.</li> <li>• stay calm and listen to you taking seriously any complaints or worries and ensure that they do something about this.</li> <li>• be curious and understand your actions and behaviours.</li> <li>• accept that sometimes you will make a poor choice and discuss this with you to help you learn from it. Take steps to ensure that this is discussed privately and that you are not shamed by this.</li> <li>• use rewards and, where necessary, consequences that may include contacting your parent/ guardian and/ or meeting them.</li> <li>• acknowledge and reward you, sometimes publicly, where high expectations are met and exceeded.</li> <li>• Ensure that relationships are fostered so that pupils feel safe, nurtured and can support each other</li> <li>• Acknowledge increasing expectations of trust and self-regulation as pupils become older.</li> </ul>
<p>What staff can expect from pupils.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• always be ready, respectful, and safe and listen and treat any adult in the school in the same manner.</li> <li>• use the ASCENT values to guide their learning dispositions and behaviours when at school:</li> <li>• follow the agreed classroom/ school rules to be ready to learn or do what is required.</li> <li>• be respectful to adults and to other pupils and not disrupt their learning.</li> <li>• Be ready to learn and take a pride in learning, presentation, and effort to challenge and to your best.</li> <li>• move around the school safely and to be kind and safe to others through words and actions.</li> <li>• aspire to do and be the best and have the individual liberty to make choices.</li> <li>• uphold our community standards and to work and play in a respectful, kind, and safe way with others that shows nurture towards others and that you can be trusted.</li> <li>• Respect and tolerate other individuals, their differences, and their contributions.</li> <li>• Be honest, admit mistakes and learn from them.</li> <li>• accept responsibility for their own behaviour choices; and learn and seek to improve them further when or if mistakes or poor choices are made.</li> <li>• when outside of school, coming to and from school and in an online environment be ready, respectful, and safe;</li> </ul>
<p>What staff can expect from their colleagues</p>	<p>Staff will:</p> <ul style="list-style-type: none"> <li>• treat each other with respect.</li> <li>• work and co-operate together for the overall good of the school community.</li> <li>• respect each other's values and individual beliefs.</li> <li>• treat all pupils, parents, visitors, and staff issues with the highest standards of respect and confidentiality.</li> <li>• be aware of other feelings and offer support when appropriate;</li> <li>• be able to hold challenging professional conversations in a respectful manner, understanding the professional/personal boundaries.</li> </ul>
<p>What staff can expect from parents.</p>	<p>Parents and carers should:</p> <ul style="list-style-type: none"> <li>• treat all staff, pupils and other parents with respect.</li> <li>• behave responsibly whilst on school premises.</li> <li>• inform the school (via the office or year group emails) of any concerns or problems in a timely manner, giving the school time to respond;</li> <li>• work with school staff to help their child accept responsibility for their own behaviour choices and actions.</li> <li>• discuss, communicate (verbal or written) any concerns with any member of staff in a calm and non- aggressive or threatening manner.</li> <li>• understand that we have the right to terminate any conversation or meeting when a parent does become abusive, aggressive or threatening in manner.</li> <li>• agree not to post inappropriate or defamatory details on Social Network sites understanding the detrimental effect these comments can have on individuals and the school.</li> </ul>
<p>What parents can expect from staff and other adults in the school.</p>	<p>Staff will:</p> <ul style="list-style-type: none"> <li>• treat all parents and carers with respect.</li> <li>• set high standards of work and behaviour for all children in our care.</li> <li>• encourage your child to ROARR in their learning and always do their best.</li> <li>• deal with any concerns in a timely manner and keep you informed of any outcomes.</li> </ul>

### 3. Keeping Children Safe

#### 3.1. Child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. It is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy). Please refer to chapter 1 of the KCISE and the safeguarding policy.

#### 3.2. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. This can often be Several Times on Purpose (STOP). There is further guidance on this in the main body of the policy and in the Anti-bullying policy.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

All incidents of child on-child abuse are taken very seriously by the school, and this is also the case with issues of alleged or actual bullying. Every effort is taken to thoroughly investigate them and resolve the cause and take appropriate action.

Reports of alleged bullying will be logged by the adult who observes them.







Please refer to Hill Views anti bullying strategy <https://hillviewprimary.co.uk/wp-content/uploads/2021/11/Anti-Bullying-Policy-2021-2023.pdf> for further information.

#### 4. Procedures and Systems.

At the start of the School year, children discuss Classroom Rules and / or Rights and Responsibilities and set a Class Charter for their classroom based upon the School Rules (see below). This encourages their ownership, interpretation at the appropriate level, consistency of key language, understanding of the Charter and a desire to conform. Teachers use consistent, simple rules/agreements/expectations which are continually referenced promoting appropriate behaviour. These may be supported by icons, symbols and visual cues, interesting and creative signage.

We understand that our pupils' happiness requires the presence of positive relationships. Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect pupils' relationships with peers must be built upon respect, trust, friendship, and tolerance. At Hill View Primary, we believe in the power of positive and frequent praise for good and caring behaviour as an effective way of rewarding children and building relationships. All adults within the school environment have a duty to provide positive role models in all areas of behaviour, including visitors to the School.

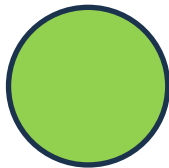
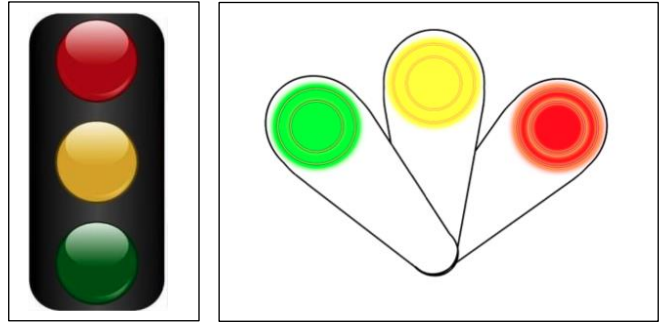
#### 5. School Rules and expectations

					
<b>Aspire</b>	<b>Success</b>	<b>Community</b>	<b>Excellence</b>	<b>Nurture</b>	<b>Trust</b>
<p><b>'Ready' -</b> Ready to learn, ready to listen, ready to participate etc.</p>			<p>We are READY to learn –</p> <ul style="list-style-type: none"> <li>• We arrive at school on time.</li> <li>• We have the correct uniform and PE kit.</li> <li>• We have our equipment ready.</li> <li>• We show that we are listening and our minds are ready to try our very best.</li> </ul>		
<p><b>Respectful'</b> - Respect for themselves. Showing respect to their peers, to adults, to our environment.</p>			<p>We are RESPECTFUL –</p> <ul style="list-style-type: none"> <li>• We listen when others speak and we respect the property of our friends and the school.</li> <li>• We respect that other people have different ideas, beliefs and backgrounds to our own.</li> <li>• We respect that people may look different and have different needs but we all feel the same emotions.</li> <li>• We respect the law and the rules of school and society.</li> </ul>		
<p><b>'Safe'</b> - Safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part.</p>			<p>We are SAFE –</p> <ul style="list-style-type: none"> <li>• We move around school in a safe manner.</li> <li>• We follow instructions to keep ourselves safe.</li> <li>• We use equipment safely.</li> <li>• We make choices that help to keep others safe.</li> <li>• We stay safe online and make safe choices in our community.</li> </ul>		
<p>These 3 simple rules underpin the school's approach to behaviour management by both the pupils and in terms of how the adults relate and guide their approach.</p>					

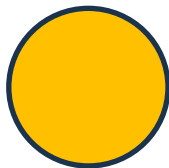
## 6. Traffic Light System

Children who, for whatever reason, are demonstrating the school values and that they are Ready Respectful and Safe (RRS) may disrupt their own learning and/ or the learning of others.

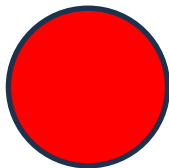
We use a traffic light system to support children learning to self-regulate. Every class has a traffic light in it with the colours green, orange and red. All teachers and members of staff also have a traffic light fan.



Our expectation is that children will be on green as this means that they are being Ready, Respectful and Safe. The teacher or member of staff may point to the green traffic light or show the green traffic light fan to reinforce that the class, a group or an individual are meeting this expectation and praise them for doing so.



If a child makes behaviour choices that are not Ready, Respectful or Safe they will be given a warning. The child will be spoken to 1;1 by the class teacher or another adult. They will be reminded of the rule. When the warning is given the teacher or member of staff may point to or refer to the Amber traffic light or show them the Amber fan. The expectation is that the child, having been warned then complies with the RRS expectation in relation to whatever is being requested or referred to. If a second warning is given the teacher or member of staff will have a discrete conversation with that child and show the child that they are writing their initials or name on the Amber traffic light fan with a wipeable w/b marker. This is non-sanctioned, allowing the child the opportunity to amend their behaviour by making the right choice



Should a child continue to breach the RRS expectation, then they will be given a further verbal warning that unless the behaviour stops they will go onto the red traffic light. If the behaviour continues or if the breach of the school RRS rules is so significant that a warning was not warranted, then a child will be discretely or appropriately told that they are going onto the red traffic light. The teacher or member of staff will have a discrete further conversation with that child and show the child that they are writing their initials or name on the Red traffic light fan with a wipeable w/b marker. At this level a sanction will be applied from the sanctions table below. This behaviour must be recorded on CPOMS and parents/ carers either verbally or by phone must be informed that this has happened and the sanction that has taken place. The sanction will be proportional to the behaviour.

### The wider traffic light and the five-point scale

There is an intended link between the 3 points of the traffic light All incidents resulting in a red traffic light will be recorded in the Home School Diary or verbally shared, either face to face or through a phone call home.

		Stop and think! This behavior is not acceptable.		Ask for a break.	<b>5</b>	<b>I can't stand this and ready to explode.</b> I want to hit someone, something, or throw something. I need an adult to help me go to a safe place so I can calm down.	
		Time to calm down.		Take deep breaths.	<b>4</b>	<b>I am getting too angry.</b> My brain isn't working clearly. I might say or do something I will be sorry for later. I need to go to my safe place to calm down.	
		Time to calm down.		Take deep breaths.	<b>3</b>	<b>I am getting really irritated.</b> I need to walk away from a bad situation. I will tell my teacher that I need a break.	
		Excellent behavior!		Keep up the great work!	<b>2</b>	<b>I am doing OK.</b> I'm not pleased, but I'm not upset. I can stay where I am and keep working. I can control my anger by myself.	
		Excellent behavior!		Keep up the great work!	<b>1</b>	<b>I am doing great.</b> I feel good about myself and about what is going on around me.	

If behaviours continue or escalate;

All staff are responsible for adhering to positive practice that promotes a pupil's ability to engage in, and access their learning. This is based on the understanding that pupils best achieve, develop and reach their true potential when staff are fair, flexible, trustworthy, respectful and model positive relationships.

As a school, we use a range of approaches to enable all adults to relate to the children in the school, to teach them to regulate or enable them to self-regulate and to then reflect on choices made.

Self-regulation involves controlling one's behavior, emotions and thoughts in the pursuit of long term goals. More specifically, emotional self-regulation refers to the ability to manage disruptive emotions and behaviours.

If these behaviour choices continue or escalate then staff should use emotion coaching strategies and resources such as the 5- point scale/zones of regulation to help the child. It is important;

When addressing a child's behaviours, that this is done in a non- threatening way and done discreetly and where possible in a quieter space to reduce any additional shame or other negative feelings the child maybe feeling,

When sending a behaviour card or managing/reporting a child's behaviour to other adults such as year leaders/a member of SLT that this is done discreetly and not in front of the child/children.

If the behaviour does not improve or the behaviours are regularly in the medium level or at high level or if an underlying need/circumstance may be contributing to these behaviours, a referral to the Inclusion Team should be made. The Inclusion Team will then assess and review and may seek additional support for the child (including from outside agencies). A Behaviour Review Meeting may be called. This will involve the class teacher plus the SENCO, any other appropriate staff as appropriate and parents/carers. The aim of these meetings is to bring together views, review and improve strategies/support in place which may include referrals to outside agencies, multi-agency assessment, an 'Individual Behaviour Plan' being put in place etc.

The table below outlines the types of behaviours at low, medium and high level. These are not an exclusive or exhaustive list but a guide as to the level of seriousness, follow-up action required and who should be informed to enable all parties to work together to help the child improve.

## 7. Levels of behaviour and actions

Behaviour	Low (repeated and after warnings)	Medium	High
(Highlight or tick)	Calling out Out of seat Near-by distraction Running in school Work avoidance Not following instructions Name calling/ teasing Snatch/throw to disrupt Misuse equipment (no damage) Not lining up Pushing Littering Risky play	Not accepting responsibility Vandalism/graffiti (low cost) Refusal to follow instructions Using objects with intent to hurt Targeted/repeated name calling/teasing Refusal to complete work Disrupting class Rude to adults Deliberate use of feet to hurt (i.e. kicking) Deliberate use of hands to hurt (i.e. hitting) Deliberate use of mouth to hurt (i.e. biting) Deliberate actions to upset Swearing (reaction/to shock) Stealing (minor) Leaving classroom	Threatening/intimidating (pupils)/ (Staff) Show/touch private parts (age inappropriate) Discriminatory language (gender, sexuality, race, religion, heritage) Vandalism/graffiti (repair/replace) Disruption stops learning. Running away/ around school/ Absconding Risk to safety Swearing (intimidate/ threaten) Bullying Stealing (major) False accusations against staff Fighting Refusal to leave/ blocking room Open defiance to staff Derogatory to staff Assault on staff Bringing/sharing prohibited items Risk of/actual injury to others
Follow Up Action(s)	Discussed with adult	Discussed with adult	Discussed with adult
	Recorded on CPOMS	Recorded on CPOMS	Recorded on CPOMS
Names required when in bold		Parent informed by class teacher/year leader	Parent informed by class teacher/year lead/SLT
	Discussed with adult Time-out/missed playtime Restorative action/ reflection	Discussed with adult Time-out/missed playtime Restorative action/ reflection	Discussed with adult Time-out/missed playtime Restorative action/reflection
		Discussed with SLT Individual behaviour plan Behaviour review meeting	Discussed with SLT Individual behaviour plan Behaviour review meeting

## 8. REPARATION

If any sanctions or consequences are placed upon a child for poor behaviours then reparation will be had with the child and the adults/children involved to resolve concerns and repair relationships.

Discussion and reflection on wrong behaviour choices, at all levels, is key in developing understanding for the child and the staff member. Children should be guided through discussion appropriate to their age/stage e.g.

What was the wrong choice you made?

What is the right choice?

How can you make the right choice in the future?

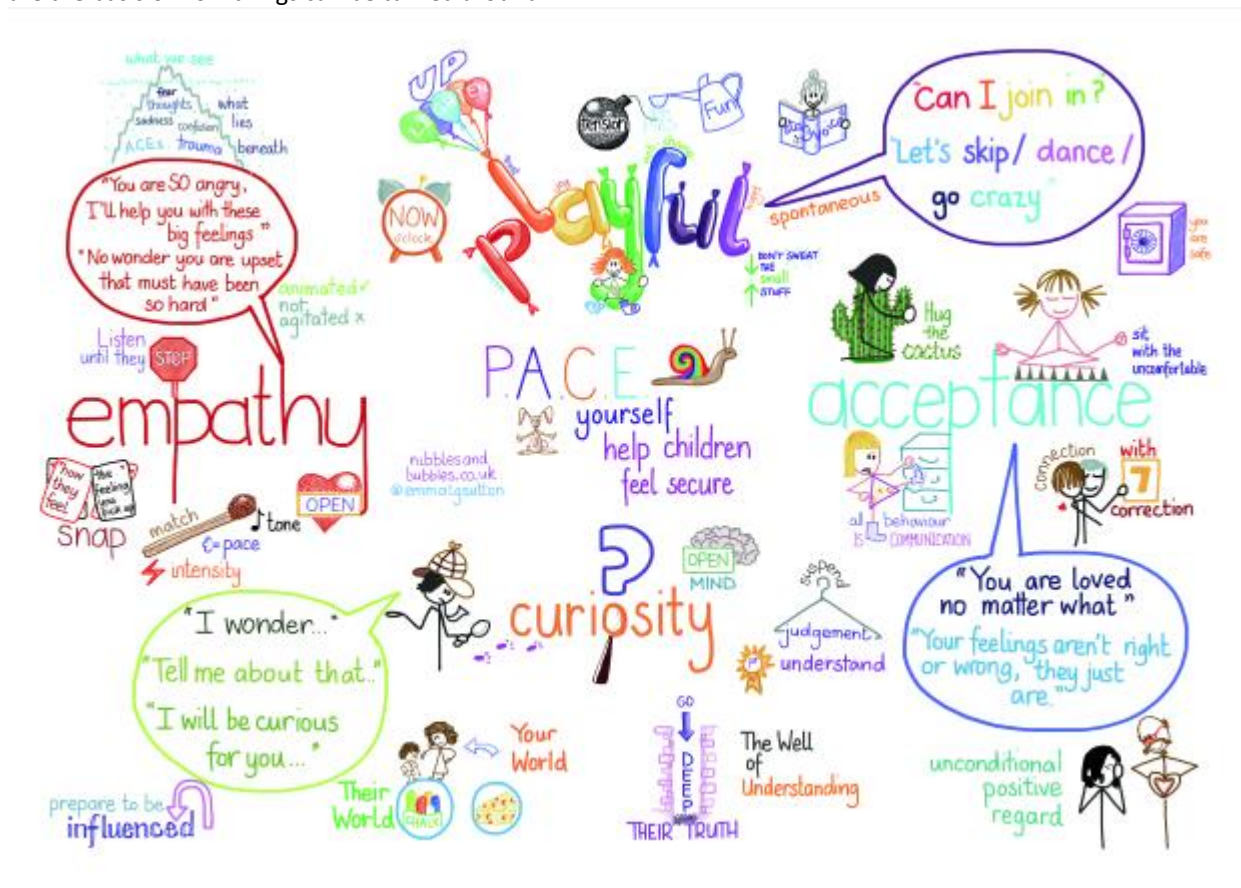
Children may need time to become calm and become able to reflect/discuss. This may be achieved by requesting that they move to a different space within the classroom/playground/school. During this calming down time, children are to be supervised at all times and are the adult's responsibility. Staff are to use de-escalation techniques as appropriate.

If a child is excluded, internally or externally, upon the child's return a reintegration will be had with a senior member of staff, the child and family to have the same reparation time to identify next steps to move on positively and work towards showing the schools ASCENT values.



## 8a. PACE.

PACE is a strategy that is used to intervene in challenging or disruptive behaviour. It allows for an intervention that is non-judgmental and distracting and that allows a child a way out to begin the process of calming down and reparation. Teachers are encouraged to use PACE strategies and language to build relationships with pupils that are the basis of how things can be turned around.



There is more information on PACE here: <https://www.oxfordshire.gov.uk/sites/default/files/file/children-and-families/PACEforteachers.pdf>

## 9. Follow up action

Staff should then decide the appropriate level of follow-up action and record this, informing parents/carers/SLT as determined by the level of the behaviour e.g.

Discussion with adult (could be during breaks/lunchtime)

Time out/away from area of conflict NB. if this involves a child being asked to leave the class they are to be supervised at all times and remain the adult's responsibility.

Restorative action – how can issues arising from the wrong behaviour choice be 'made right'?

## 10. Consistency in practice

Consistent:

language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour are key.

follow up: Ensuring 'certainty' at the classroom level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support where needed.

positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.

consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

reinforced rituals and routines for behaviour around the school: In classrooms, when walking and lining up, at reception.

environment: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners.



## \_\_\_\_\_ Class charter<sup>1</sup>

In our class, these are some examples of how we keep our values and are Ready, Respectful and Safe.

					
<b>Aspire</b>	<b>Success</b>	<b>Community</b>	<b>Excellence</b>	<b>Nurture</b>	<b>Trust</b>

<b>'Ready' –</b>
<b>'Respectful' –</b>
<b>'Safe' –</b>

<sup>1</sup> Section 1: Classes to use the ASCENT drivers and School rules and expectations to develop their spaces in the boxes to complete this class charter.

## THE DAILY Expectations for RRS

I will always try to ensure that I am Ready, Respectful and Safe. When I do this I am on the green traffic light colour.

If I am not Ready, Respectful or Safe:

- I will be reminded of the rule but I will still be green.
- I I continue, and do not change my behaviour, I will be given a warning and my name will be noted on the teacher or adults Traffic Light Fan.
- I I continue, and do not change my behaviour after a warning, my name will be noted onto the teacher's red traffic light fan. This will be recorded and the teacher will talk to my parent about this. The teacher will talk to me at playtime, lunchtime or at the end of school.

I may need 5 minutes' reflection time in a safe place in my classroom, just outside the door or in another class.

Any learning that I miss will have to be made up in my own time – playtime or at home.

All reflection times and missed learning will be followed up by the class teacher or a member of SLT to ensure reparation has taken place.

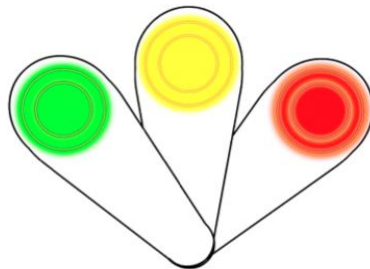
**After playtime, lunchtime or at the end of the day my name will be removed from the fan for me to start the session anew.**

If I get a red traffic light my teacher will speak to my parents at the end of the day.

If I get 5 red traffic lights in a week this is serious, my teacher will meet with the year leader for the year group/member of SLT and my parents to agree how they can give me help in making the right choices in school.

If I do not or am unable to change my behaviour, and it stops my teacher teaching or stops my class from learning this is a very serious matter. I may have to spend time with the Year Leader/member of SLT. It is likely that a meeting will be arranged with my parents and an Individual Behaviour Plan will be made for me. I may be placed on a report card, and this may mean that I miss my play time. My parents will be involved every day.

If my behaviour disrupts learning or I behave dangerously, am verbally or physically abusive, threatening, damage School property, hurt people or leave the school site, this is an extremely serious matter and I may be internally suspended from the classroom or from school.



# Our Code for a happy, safe playground.

					
<b>Aspire</b>	<b>Success</b>	<b>Community</b>	<b>Excellence</b>	<b>Nurture</b>	<b>Trust</b>
<b>'Ready'</b> - Ready to learn, ready to listen, ready to participate etc.					
<b>'Respectful'</b> - Respect for themselves. Showing respect to their peers, to adults, to our environment.					
<b>'Safe'</b> - Safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part.					

- At break and playtimes we need;
- to play safely on the playground
  - to do as adults ask straight away
  - watch out for others when we play
  - be polite and kind
  - play good games together
  - share and look after the equipment

If you **choose** not to follow our schools ASCENT values, RRS rules and expectations the following sanctions will apply:

**REMINDER** of playground expectations.

**WARNING** – time out holding adults hand for 5 minutes, sitting out to reflect.

**OFF THE PLAYGROUND – RED LIGHT:** straight into School. Sit in the library or by the staff room. The behaviour or learning mentor will monitor my behaviour.

If I choose not to follow an adult's warning or request to leave the playground, I will not be chased but I will miss the whole of my following playtime with the behaviour mentor.



**REMEMBER:**  
You can say,  
"Please will you stop,"

