Expectations Policy

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Believe. Belong. Become.

INTENT

This policy intends to:

- Provide a consistent approach to behaviour management

- Outline our expectations of behaviour at Hillsborough Primary School and Nursery

- Define what we consider to be disruptive behaviour

- Summarise the roles and responsibilities of different people

- Outline our system of rewards, support and sanctions

Aims of the Policy

At Hillsborough Primary School and Nurseries, our aim is to create a positive learning environment in which every child can learn and achieve. We want our children to feel that school is a safe place where all members of the community respect, support and care for one another.

All adults have a responsibility to set a good example by modelling appropriate behaviours. Modelling ideal and expected behaviours provides children with a positive reference point and fosters a sense of security.

We aim to ensure that children's behaviour for learning and towards others is consistently good. We routinely encourage and reinforce good behaviour so every child can work happily and safely.
We also employ reasonable sanctions that are proportionate and necessary in maintaining a safe learning environment.

Our school is committed to inclusive education where every individual is valued and given opportunities to thrive in a supportive, respectful environment.

Objectives

For children to show:

- self-confidence

- self-regulation

- respect and tolerance for others

- pride in their achievements and the achievements of others

- an interest in learning

- empathy for others' feelings

For children to develop:

- responsibility for their learning and their environment

- an understanding of the school values and ethos

- an understanding of the 3 School Rules

- tolerance and acceptance of all protected characteristics

- increased self-esteem

- respect and tolerance for different ways of life, cultures and opinions

- a sense of fairness and respect for staff and peers

- resilience

- the ability to accept fair criticism

- the ability to make right choices and understand consequences

- the ability to reflect on their actions

- strategies to support self-resolution in conflict

- understanding of emotions and self-regulation

Hillsborough Primary School – Believe, Belong, Become

All aspects of school life are underpinned by our ethos. Children are expected to follow the 3 school rules at all times:

- **Be Ready**

- **Be Respectful**

- **Be Safe**

Our School Values and Expectations are displayed on posters in every classroom and in other places around school.

Staff Will:

- Promote a positive, caring and warm ethos

- Establish positive relationships with the community

- Promote inclusive classroom practice

- Recognise individual needs

- Welcome students at the start of the day

- Stand at classroom doors at the start and end of lessons

- Never ignore students failing to meet expectations

- Reinforce the 3 rules consistently

- Build a sense of community with staff, pupils and parents

- Treat all children equally

- Record behaviour incidents diligently on CPOMS

- Be alert to bullying, racial harassment, peer-on-peer abuse and sexual harassment

- Actively listen to children's views

- Model high standards of behaviour

- Provide opportunities for reflection and independent behaviour change

- Support children in restoring relationships with adults and peers

Children Will:

- Strive to follow the 3 rules (be ready, be respectful, be safe)

- Treat others as they would like be treated i.e. fairly and with tolerance and respect for other's views and rights

- Have achievements, academic or otherwise, recognised by an adult (this could be in assemblies, in the classroom or around school)

- Be taught to accept responsibility for their own choices and actions

- Be recognised for the positive contributions they make to their school

- Strive to be an ambassador for the school and its vision within the community

- Be given the time and space to change negative behaviour in to positive behaviour, with the support of adults if needed.

The Role of Parents

Parents play a vital role in promoting good behaviour and upholding expectations. Therefore effective home/school liaison is vital.

Parents Will:

- Keep us informed of behaviour difficulties they may be experiencing at home

- Inform us of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family, changes of family circumstances

- Inform us about their child's ill health and any absences connected with it

- Attend meetings concerning their child's progress, behaviour or welfare in school or be available to remotely attend by phone

- Support school policies and reinforce the school rules in and around the school community (be ready, be respectful, be safe)

- Respect staff, pupils and parents on and around school property

Legislation and Statutory Requirements

This policy is based on DfE guidance, including:

- Behaviour and Discipline in Schools 2016

- The Equality Act 2010

- The SEND Code of Practice 2015

- Searching, Screening and Confiscation 2018

- Use of Reasonable Force 2013

- KCSIE 2021

- Exclusions Guidance (DfE)

IMPLEMENTATION

1. Definitions

1.1 Behaviour for Learning

Although school arrival times continue to be staggered, we still expect children to arrive on time to school and to enter the classroom well-rested and ready to learn. They should become engaged in their learning and try their best.

1.2 Disruptive Behaviour

Includes:

In using the general term 'disruptive behaviour' we are referring to children: disrupting their own or others learning in class; refusing to follow reasonable requests; being verbally abusive; physically causing harm to others; causing vandalism to school or others' property; fighting; racist, sexist, homophobic or discriminatory behaviour; possession of any prohibited item*; any form of bullying, peer on peer abuse or any form of sexual assault.

1.3 Bullying

As defined in our Anti-Bullying Policy, we consider that: "bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally." Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy. Any incidents of alleged bullying will be noted on CPOMS and monitored by a member of the senior leadership team.

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2. Roles and Responsibilities

2.1 Governing Body

- Monitor policy effectiveness
- Hold Headteacher accountable

2.2 Headteacher

- Review and approve policy
- Promote positive environment
- Monitor consistency
- Make decisions regarding exclusions
- Attend behaviour panels
- Hold debrief meetings

2.3 Assistant Headteacher for Inclusion

- Monitor CPOMS
- Compile behaviour data
- Complete PIP referrals
- Provide reports to SLT and Governors
- Complete PEBs and PEAPs
- Liaise following extreme behaviour
- Attend panel meetings

2.4 Senior Leadership Team

- Make exclusion decisions if Headteacher absent

- Inform parents of fixed-term exclusions

- Attend reintegration and panel meetings

- Monitor consistency

2.5 Inclusion Staff

- Support small groups and individuals

- Remove barriers to learning

- Support behaviour incidents

- Provide time-out spaces

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3. Expectations and Values

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

''When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.'' Paul Dix, Pivotal Education

Children will be taught how they can show they are following the 3 school rules and this is modelled explicitly. Within the classroom, adults will focus on a particular element of the school rules to teach during the week but children can be recognised for any positive behaviours they show and be put on the recognition board for their

own individual accolade.

3.1 Positive Behaviour Management – The 5 R's

3.1 Encouraging Good behaviour In order to create a positive ethos in school, we aim to positively manage behaviour and instil high expectations within our children and their families to ensure positive outcomes for all. We use our 5 R's to support the process of managing behaviour.

Recognise
We use a range of strategies to praise children for their efforts.

Remind
We use reminders to try and get children back on track. Positive changes to behaviour will be recognised.

Regulate
We use regulation strategies to de-escalate behaviour. Other adults such as the Inclusion Team may get involved in an incident. Regulation may also involve some therapeutic intervention.

Reflect
We give opportunities for the child to reflect on their behaviour, think about the impact it may have had on others and how they can change it in the future.

Restore
Rebuild the relationship between the child and member of staff/pupil involved.

3.2 Building Strong Relationships

We believe that investing in children and building strong relationships is the key to creating an environment where behaviour can be positively fostered. This is carried out in several ways across the school.

Meet and Greet – All adults begin the school day by welcoming the children into the classroom and giving them a personalised greeting. All staff supervising will always offer a welcoming smile and comment.

Shared language – All adults use the language of our school values of 'Believe, Belong, Become' when interacting with the children, giving recognition to children when demonstrating the three B's throughout the day and following the school rules.

3.3 The 5 R's – Recognition

We have an ethos where all staff take opportunity to praise examples of good behaviour.

- **Verbal praise**
  We recognise that on the spot, verbal praise, is effective to reinforce and promote good behaviour for all.

- **Positive Postcards or phone calls home**
  Children will periodically receive a postcard at home to share good news with parents / carers.

- **3B awards**
  Children will be nominated on a weekly basis by the adults in their class and receive a certificate to take home. Their photo will be displayed in the school hall and their certificate will be presented in assembly.

- **Dojo points**
  Children earn Dojo points when they are Ready, Respectful and Safe. They also earn Dojo points for presentation and excellent work. No more than 1 Dojo point will be awarded at a time. Dojo points are not reset during the school year and children have the opportunity to earn owl badges:

  - 50 Dojo points = bronze owl

  - 120 Dojo points = silver owl

  - 200 Dojo points = gold owl

  - Over 300 points = they will earn a cap and will be promoted to our Wise Owl team who are role models for expectations around school.

4.4 The 5 'R's – Remind

Staff are expected to use clear language to validate how a child may be feeling when they are not following one or more of the 3 rules. The aim of the reminder is to get children 'back on track' and remind them of previous successes. It allows children to have the time and space to turn their own behaviour around without needing intervention. This should be immediately followed by praising positive behaviour that the child demonstrates in order to show that their positive behaviours are recognised.

The reminder script should follow the structure of:

- Outlining the negative feelings or choices on display.

- Remind the child of previous successes and positives that have been recognised.

- Outline what you would like to see them doing; tell them that you believe that they can do what is being asked of them.

- Thank them for listening.

- Walk away and give take up time.

4.5 Regulate – Green/Red Card System

This is used when a child has been given a reminder and take it time (it may have been repeated a number of times). Another adult may be asked to support or intervene in order to support the child to manage their behaviour. The process for seeking help follows the green card/red card process.

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Green card – a member of the Inclusion Team (SLT in their absence) will acknowledge the green card and go to the classroom to offer help. The aim of the green card is to deliver in class support and re-regulate the pupil.
Red card – a member of SLT will immediately attend the classroom. A red card is for a serious incident where there is a risk to pupil safety. The pupil will be removed from the classroom to support regulation.

Be Ready	Be Respectful	Be Safe
- for learning	- listen to others	- use positive touch
- on time, every day	- agree to disagree	- share feelings with adults
- bring PE kit to school (when needed)	- show care for people, places, equipment and animals	- share feelings with others verbally
- wear uniform	- pick up rubbish	- help others when they are hurt or upset
- work well in groups	- use good manners	- make sensible online choices
- be able to choose equipment to support learning	- welcome others	- walk sensibly around school
	- accept differences	- follow COVID 19 measures in school
	- make positive choices	
	- don't celebrate others poor choices	

This may be away from the classroom if appropriate. This may be followed by some therapeutic intervention to encourage regulation.

For example. 'I can see you are struggling to follow our school rule of being ready/respectful/safe. I need to see you for two minutes after the lesson/you need to have some time in with someone else to reflect on this/I have asked **** to help you to understand why you are feeling as you do'.

4.6 Reflection and Restoration

Children will be encouraged to reflect on their choices and feelings in order to start the restoration process. Children will be given the opportunity to discuss the situation with an adult which will happen outside of learning time. The conversation will be based around a number of questions to support the process.

Restorative Questions

1. What happened?

2. What were you thinking at the time?

3. What have you thought since?

4. How did this make people feel?

5. Who has been affected?

6. How have they been affected?

7. What should we do to put things right?

8. How can we do things differently in the future?

Reflection Time is the name given to any conversation between a child an adult which allows the child to reflect. The aim is for children to reflect on their behaviour and repair the relationship with the adult or children involved where necessary. 3+ Reflection Time in a half term will result in a phone call or meeting between Senior Leadership and parents. 3 behaviour targets will be agreed and there will be a short recognition period where the child will aim to address these actions and their behaviour. This will be reviewed in a further meeting with parents. A record of Reflection Times is maintained and tracked by the senior leadership team. Incidents are monitored and reviewed continuously to inform practice.

Restore

The adult involved in the behaviour incident repairs and rebuilds their relationship with the pupil to ensure there is a fresh start. The pupil is welcomed back into the lesson as soon as possible to minimise disruption to learning. We offer a range of interventions to develop our children's social, emotional and mental health needs. These include:

- Group Theraplay
- Anger Management

- Sensory break
- Self-esteem
- Lego Therapy
- The Den

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5. Procedures for Disruptive Behaviour

5.1 Equality Act

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. In practice this may mean that our approach to individual behaviour may be differentiated to cater for the needs of the child.

5.2 Behaviours

Staff are responsible for dealing with behaviour incidents. If children are persistently disruptive, parents/carers will be informed. If these behaviours continue, the Inclusion Team or SLT may become involved and will offer advice to support. A risk assessment may also be completed (if not already done).

The behaviours below are a **serious breach of discipline which risk the safety of the child or others.** These include physically harming peers or adults, causing significant damage to property, repeated discriminatory abuse, spitting or deliberately coughing on or being close to others in an aggressive way.

Types of behaviour include	Types of Support or response
Serious physical harm to others, such as punching, strangling, injuring with equipment	Removal from the classroom by Inclusion Team / SLT
Significant self-harm	
Serious vandalism to property	Risk Assessment and mitigating actions identified
Significant disruption to learning that could physically harm others such as by repeatedly throwing objects or tipping tables	Change of timetable

Racist, homophobic or any other discriminatory abuse – Repeated incidents	Fixed Term Exclusion Permanent Exclusion
Sexual abuse	
Bringing prohibited items, or other items to cause harm or damage into school	
Verbal abuse to adults or other pupils.	
Actions outside of school that could bring the school into disrepute.	

At Hillsborough Primary School, we acknowledge and value the support offered to us by outside agencies (e.g. the Educational Psychology Service, MAST). Where pupils have not benefited from a modified approach to the behaviour system a referral may be made to the relevant outside agency/agencies.

5.3 Confiscations

Any prohibited items* found in children's possession will be confiscated. These items will not be returned to the child. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to children after discussion with the Behaviour Lead, SLT and parents / carers, if appropriate. Searching and screening children is conducted in line with the DfE's latest guidance **'Searching, Screening and Confiscation' January 2018]**

5.4 Malicious Allegations

Where a child makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will deal with the child in accordance with this policy. The headteacher will also consider the pastoral needs of the staff member accused of misconduct.

5.5 Formal Exclusions

At Hillsborough School we make every effort to ensure children are supported in school. For regular, serious or dangerous behaviour a child may be suspended. This sanction is the responsibility of the Headteacher, or if not on site, SLT. There are two types of exclusion: suspension or permanent exclusion. Extenuating circumstances will be considered when decisions are made regarding all forms of exclusions.

Suspension

For serious, extreme incidents, such as when a child has need to be removed from their classroom or for any behaviour that is deemed, in the judgement of the Headteacher, to be unacceptable then a suspension may be the result. This will normally be ½ -5 days. In exceptional circumstances children could be excluded for up to 45 days in any one school year. Work will be provided for the child to complete at home. Parents/carers will be expected to attend a reintegration meeting before their child returns to school. The reintegration meeting is an essential component in addressing behaviour after a suspension. It enables the child, parent/carers and staff to discuss the behaviours displayed and identify learning strategies and interventions for support. The meeting will be held in a timely manner before the child returns to school. Post suspension interventions might include one or more of the following:

- Child placed on a reward-based report o Restorative conversations with peers or staff
- Behaviour Contract
- Referral to the Primary Inclusion Panel (PIP)
- Advice sought from alternative provision and Primary Inclusion
- Referral to external agencies
- In-school referral to the SENCO for a Support Plan or My Plan
- Part-time Timetable (PEAP)

At Risk of Permanent Exclusion Meeting

If behaviour does not improve, a virtual 'Behaviour Meeting' is held with Trust representatives and parents. A further plan will be arranged, and further fixed term exclusions will be discussed as a consequence. It is essential that time is given for actions to be implemented and reviewed, including consistent communication with parent/carers and outside agencies. The following may be included in the improvement plan:

- Referral to the Primary Inclusion Panel
- Advice sought from Alternative provision (e.g. nurture hub, glow)
- Part-time timetable (PEAP)
- Increased support from the Inclusion Team

Permanent Exclusion

If the Headteacher feels unable to allow the child to continue to attend the school, a permanent exclusion is seen as a holding action, pending the further investigation and direction of the Governing Body. In all cases of exclusion, the parents/carers must be informed in writing of the reason for the exclusion. The governors will be informed of a permanent exclusion without delay and meet within 15 school days to consider the exclusion.

6. Positive Handling

Used only as a last resort.

6.1 Positive Handling

In accordance with Team Teach the term 'Positive Handling' is used to describe a 'broad spectrum of risk reduction strategies including use of safe spaces, safe environments, comfortable environments, diversions, calm stance and posture, non-threatening facial expressions, low tone, volume and pace in communication, careful use of words, physical reassurance and prompts, effective guides and escorts, releases and holds with minimum drama and effort'. It should only be used when de-escalation techniques have been tried and have been unsuccessful, or an emergency presents itself.

6.2 Restrictive Physical Intervention

Although every effort is made to observe behaviour and intervene early to keep incidents low key using de-escalation techniques, occasionally some children need Restrictive Physical Intervention (RPI). RPI refers to the positive application of force with the intention of protecting the child from harming themselves, others or seriously damaging property. When using RPI, Team Teach states that staff should always consider:

The best interest of the child (considering medical needs, physical disabilities, sensory impairments)

- What is a reasonable amount of force
- What intervention is proportionate to the circumstance
- What intervention is necessary

ALL staff should monitor children closely during any RPI and look out for signs of distress. If children experience any distress, staff should immediately modify the supportive hold or release the child. Section 550a of the Education Act (1996) allows teachers and other members of staff authorised by the Headteacher, to use such force as is reasonable in circumstances where the child may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage property Staff members do not need to have had Team Teach Training to handle children to keep them and others safe.

6.3 Risk Assessments

Where the clear potential exists for an individual child to repeat behaviour that may be harmful to him/herself, others or property we will work with the parents to complete a Risk Assessment. This will RAG rate a range of areas and outline the steps we will take to minimise risk. This will show how an individual planned approach has been developed for the child to ensure their safety and the safety of others. The Inclusion Manager will ensure that all relevant staff have copies of individual risk assessments.

6. Record Keeping

7.1 Recording Behaviour Incidents

At Hillsborough Primary School we use CPOMs to monitor behaviour. The system is able to interrogate data to identify patterns and the results can be presented in a variety of ways. It is the responsibility of the staff involved to record on CPOMs as this person has most knowledge of the incident. It is best practice for staff to input any serious incidents as a team to ensure all information is included and correct. Follow up actions or work with the child may be logged onto CPOMs by the Inclusion Team. At lunchtime and break time, other school staff or additional Lunchtime Supervisors are expected to deal with behaviour incidents and give consequences or support restorative conversations as appropriate. Each staff member should then record these incidents and consequences on CPOMs as soon as possible. For any staff who do not have access to the system, the information should be passed to the class teacher or Inclusion Team who should then log the information on CPOMs.

7.2 Reporting to Parents

As previously noted, parents will be informed by Assistant Heads when there are repeated behaviour incidents. Parents may also be informed for individual incidents as appropriate. Where there has been a more significant incident and the child has been removed from their classroom, a member of SLT or the Inclusion Team will inform parents. This may be followed by a period of suspension. All contact with parents, whether remotely or face to face, must be recorded on CPOMs by the staff member involved. Data collated from CPOMs is analysed on a weekly and half termly basis by the Inclusion Manager. The information is used to identify targeted support and interventions for children.

7.3 Injuries to Children and Staff

If a child or member of staff is injured during an incident, the incident should be recorded on CPOMs and the school will complete an accident form. If a child is injured during an incident, they should seek medical advice from a First Aider as soon as they are calm enough to receive it. Parents/carers should be informed via a letter from the First Aider or by phone. If a member of staff is injured during an incident, they should leave the incident as soon as it is safe to do so to receive medical advice from the First Aider and complete a Staff Incident Form. All staff should refer and adhere to the Health and Safety Policy for further guidance in this area.

8. Behaviour in Hillsborough Nursery

Children in our Early Years setting are encouraged to develop and demonstrate good behaviour and respect for peers and adults in the setting from the very start. The staff use the language of the Hillsborough Rules of Ready, Respectful and Safe and use age appropriate ways to develop the children's understanding of these. To provide a consistent approach, they also use set phrases

- We have kind hands
- We have kind feet
- We use kind words
- We walk inside
- We look after our books and toys
- My turn, your turn

In addition to this consistent use of language, visual support, such as sand timers, Makaton signing and pictures are used. Hillsborough Expectations are also discussed and referred to and both the Values and Expectations are visible on Posters for Parents/carers to see.

8.1 Rewards

Rewards are always given straight away in EYFS. Staff regularly use verbal praise, and send postcards or letters home to celebrate children's achievements or behaviour. Children can also earn dojo points in FS2 and will begin to attend 3B assemblies.

8.2 Supportive Measures

As children move through Foundation Stage, if they continue to behave in ways which hurt themselves or others, a child may have 'Time In' with a member of staff. Any significant behaviour incidents or persistent behaviours are recorded on CPOMs and discussed with the Inclusion Manager.

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9. Behaviour Outside School

Our Behaviour Policy applies to children within school and when representing the learning community outside of school, whether they are in uniform or not. If we are made aware of incidents occurring outside the school premises we will endeavour to speak to the child about their involvement. We will also ensure their parent is informed.

10. Parents/Carers

10.1 Parental Engagement

We actively encourage parental involvement in all aspects of children's learning. It is essential that parents understand and support the school's behaviour policy to ensure the safety and best possible learning opportunities for all our children. Parents are encouraged to contact school at the earliest opportunity to inform us of any changes of circumstance that may affect the personal and social well-being or learning needs of a child. This can be done via the year group email address, Seesaw messaging or a pre-arranged phone call if needed.

10.2 Behaviour of Parents/Carers

All staff within school are here to support all children and families, however we ask members of the community when speaking to staff to do so calmly and in an appropriate way. Aggressive behaviour and language towards members of staff or members of the school community is not acceptable. If this occurs the parent/carer will first receive a letter from school outlining our expectations of behaviour and if it persists following receipt of the letter the parent/carer could be banned from school premises.

11. Appendices

Policy should be read with:

- Anti-Bullying Policy
- Attendance Policy
- SEND Policy
- TSAT Code of Conduct for Staff

Prohibited Items (DfE 2018):

- Knives or weapons

- Alcohol

- Illegal drugs

- Stolen items

- Tobacco products

- Fireworks

- Pornographic images

- Any item reasonably suspected to cause harm or commit an offence

Repeated behaviour concerns may indicate unmet needs; referrals to SENCO or MAST may be made.