



Hotwells

PRIMARY SCHOOL

Behaviour Curriculum

“Being well behaved is a combination of skills, aptitudes, habits, inclinations, values and knowledge. These can be taught.”

Source: Tom Bennett

Aims:

At Hotwells Primary School, our vision statement and values - We are Ambitious; We are Creative; We are Local and Global Citizens - underpins everything we do and, as such, has been a key factor in considering and creating the Hotwells' behaviour curriculum.

Our Hotwells Habits are: **Be Ready, Be Respectful, Be Safe and Be Ambitious**. These habits underpin everything that we do and support children in understanding what expectations we have of them.

At Hotwells, we put relationships first. We pride ourselves on our inclusive approach and ethos which aims to create a warm, welcoming and caring environment where relationships are based on respect, honesty and kindness. We respect and actively celebrate the wide range of religion, race and culture in our school: we celebrate being both Local and Global Citizens.

We have high expectations of behaviour from children as we know that when all children feel happy and safe, they are most able to learn.

We aim to:

- Create a culture of exceptionally good behaviour and to effectively manage any disruptive behaviour in order to maximise time in class spent on teaching and learning. When behaviour is effectively managed, this enables our teachers to teach and our children to learn and feel safe.
- Enable our children to be **Ready, Respectful, Safe and Ambitious**.
- Enable teachers to make learning exciting and engaging through providing children with practical activities, experiments and experiences.
- Encourage pupils to take responsibility for their own choices and be responsible for the consequences of their actions.
- Ensure that all individuals at Hotwells - adults and pupils alike - are treated fairly, consistently and shown respect.
- Provide clarity for staff and children about acceptable and unacceptable behaviour and the consequences..
- Provide a clear and comprehensive rationale for parents and carers, so they support and reinforce the behaviour curriculum in and out of school.
- Ensure that our children behave to the best of their ability in order to be the best version of themselves.

Our Behaviour Curriculum has been carefully designed to support and build on these aims. We know that the behaviours we expect from our children are all learnable and need to be taught explicitly as well as fostered by example. As such, we aim to make it easy for our pupils to behave by teaching explicitly the behaviours we expect. Effective behaviour management requires a shared understanding of expectations between pupils and staff, and a consistent approach by adults who are relentlessly bothered about establishing excellent behaviour. It is expected that all adults in the school community will model the kinds of behaviour we wish our children to develop and demonstrate, both in our dealings with children and with each other. We are the key role models for our children who observe and follow our every example.

We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs. We will always take into account, offer special support and make

reasonable adjustments with regard to children with special needs, disability and vulnerable children when implementing our Behaviour Curriculum.

Intent:

Our Behaviour Principles at Hotwells:

At Hotwells, we want exemplary behaviour to be an unspoken expectation. We 'make it easy to behave and hard not to' through:

- Building strong relationships with the children and families in our school, understanding their needs and situations.
- Focusing explicitly on positive behaviour: recognising, describing and explaining what we want to see;
- Having clear and concise expectations, routines, rewards and sanctions that everyone follows;
- Teaching, not telling, children how to behave;
- Ensuring all adults are calm, consistent and fair in their response to behaviour;
- Adapting our approaches, where needed, for specific pupils with additional needs.

Implementation:

Roles and Responsibilities:

All staff, every day, will:

- Foster strong relationships with the children, showing respect and value for all members of the school community.
- Act in a calm, consistent manner.
- Acknowledge good behaviours observed.
- Refer to the Hotwells Habits of 'ready, respectful, safe and ambitious' in all conversations about behaviour.
- Share responsibility for whole school behaviour and contribute to the implementation of the behaviour curriculum by supporting each other.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of pupils.
- Apply the agreed expectations, routines, rewards and consequences consistently.
- Follow up on unacceptable behaviour as soon as possible.
- Use scripts consistently.
- Refer to the behaviour expectations when discussing behaviour with parents and carers.
- Give every child a fresh start each day.

Senior leaders will:

- Lead by example.
- Review the Behaviour Curriculum regularly.

- Monitor whole school and classroom routines.
- Remind staff and pupils of the expectations of the Behaviour Curriculum.
- Identify opportunities throughout the year to engage explicitly with the parent and carer community around behaviour.

Behaviour at Hotwells Primary School:

There are four expectations at Hotwells Primary School, which we refer to as our Hotwells Habits:

- Be **Ready**
- Be **Respectful**
- Be **Safe**
- Be **Ambitious**

Our staff all understand the importance of a consistent approach in behaviour management, and teach the agreed routines in a positive and encouraging way. Children are taught the routines in an age appropriate way from Early Years upwards. Children see the routines displayed in each class and around the school. They encounter them in assemblies each week and are reminded of them when adults are supporting behaviour in class and on the playground.

School Routines:

There are a range of routines that are used across the school in order to support children to be **Ready, Respectful, Safe and Ambitious**.

Routines are important so that:

- Everyone knows what to expect
- There is consistency for staff and pupils
- Behaviour can be pre-empted
- High expectations are demonstrated
- Pupils learn good habits
- Pupils' can focus on thinking and learning
- Pupils know how to behave.

Staff practise these routines until everyone can do them and reinforce, maintain and revisit them on a regular basis. See the table below for further details of the Hotwells routines.

Rewards and Consequences:

We actively promote and celebrate the behaviours we want to see at Hotwells. This combination of verbal praise and extrinsic rewards show that pupils matter: they are valued, recognised and noticed. Staff will recognise and actively acknowledge these behaviours. Staff will use specific praise and other agreed reward systems to create a positive climate in their classrooms. Before the use of any consequences, 'helpful prompts' and positive redirection techniques should be used.

Praise and Rewards:

Praise is effective when it is:

- Sincere and genuine.
- Proportionate and fair.
- Specific and explicit

Expected behaviour will be acknowledged and rewarded in the following ways:

- Verbal feedback e.g. 'I like the way...' or 'Thank you for...'
- A pupil's name is added to the Recognition Board with specific praise.
- Good News Cards sent home.
- Achievement Awards in weekly assemblies which acknowledge values demonstrated
- Head teacher awards;
- Feedback to parents;
- Whole class rewards e.g. marbles or gems collected which lead to a class-agreed reward activity.

Current Hotwells Procedures

Consequences

We believe that all pupils are capable of behaving well. However, sometimes there will be situations where children find this more difficult. When responding to behaviour, all staff should make explicit reference to the school's behaviour expectations. Staff should explain their concern for the child and the learning when speaking to children about their behaviour. In all cases, staff should use opportunities to repair and build relationships and consider how they manage their response based on their knowledge of that child.

In order to manage behaviour consistently and fairly, we have stepped consequences in place to respond to these incidents.

Consequences serve two main purposes:

1. To make children understand that they matter, their actions matter because they have consequences and to encourage them to think about their behaviour and to change it in the future.
2. To ensure the school community sees there are boundaries and consequences to unacceptable behaviour.

Consequences are effective when:

- They are timely
- They are certain to happen
- They involve some sort of action
- They are fair and consistent

Steps:

Children who are not meeting our expectations will be given:

Redirection - Low Level Class Disruption

A reminder or prompt. This may be verbal or non-verbal e.g referring to what the child should be doing or acknowledging other children who are modelling the correct behaviour.

C1 - One incident of breaking a routine or expectation.

A more direct reminder or prompt. Here, the adult would provide a clear verbal description of the solution and the purpose.

C2 - Second incident of breaking a routine or expectation or rudeness to staff

The child is reminded of the expectations. They will spend 5 minutes with their teacher at break or lunch time giving the pupil a chance to reflect on what has happened with an adult and to hold a restorative conversation.

C3 - Continued incidents of breaking routines or expectations.

The pupil will be given the chance to complete work away from the classroom and reflect away from their class. The pupil will go to a partner classroom or to work with SLT. At break or lunchtime, the pupil will spend 15 minutes with their teacher to have a restorative conversation and consider things that could be done differently next time.

C4 - Serious disruption to the learning or smooth running of the school

The child will have a half day internal exclusion. A restorative conversation will take place with the Teacher, a member of SLT, the child and their parents.

C5 - Significant and serious behaviour incident

The child will have a fixed term exclusion as deemed appropriate by the Headteacher. The child will be set work to complete at home. A reintegration meeting will be held with the class teacher, child, their parents and the Headteacher the following day. If necessary a

Restorative conversations take place after a consequence. They are aimed at encouraging children to act responsibly, understand the consequences of their choices and help them to make better, more positive choices in the future.

Responding to specific behaviour issues

Most behaviour issues can be responded to by following the rewards and consequences steps. However, there will always be examples of specific behaviour that will result in a different or more immediate response which may be an internal exclusion for which we will follow the CST Behaviour Policy.

There will always be some children who, for individual circumstances, are unable to to adhere to this policy. In these cases, the school will hold a Team Around the Child meeting and will create a 'Supporting Behaviour Plan - Calm to Crisis'.

Impact

Monitoring

Delivery of the Behaviour Curriculum will be monitored within the school monitoring cycle. This may include involvement from the school Senior Leadership Team, staff from other Trust Schools (in order to share best practice) the CST Central Team staff and Governors. Staff completing learning walks will identify examples of best practice and share these with staff as necessary.

We will continue to use CPOMS to record all behaviour incidents and the school Senior Leadership Team will monitor these. We will use it as a tool to set targets for improvement.

Hotwells staff will have the opportunity to be involved in the design and the implementation of the Behaviour Curriculum. Opportunities will then be given for all members of the staff team to provide feedback on behaviour routines and procedures.

Pupil Voice

Pupils will be asked for their views and feedback about behaviour at various points throughout the monitoring cycle.

Examples of our Behaviour Routines

Ready, Respectful, Safe: Hands Up Stop Signal

Phase/Whole school: Whole school

Why? (Reason for the routine, child language):

So that everyone is respectful of the adults around them and show that they are ready for an instruction from the adults

How? (step by step instructions, child language):

1. The adult will raise their hand
2. The adult will start a countdown from 5 to 0
3. All children will stop what they are doing and raise their hand
4. Children will track the teacher

Role of the adult (where they stand, what they say, what actions to the do, how do we know its complete etc):

- The adult will raise their hand
- The adult will start a countdown from 5 to 0
- Children will raise their hands and stop what they are doing
- If children have not noticed, the adult will use verbal cues such as: 'Thank you James' or 'Still waiting'
- When 100% of the children have stopped, aren't fiddling and are tracking the teacher, then the teacher will speak

Ready, Respectful, Safe: Fantastic Lining Up and Silent Walking

Phase/Whole school: Whole school

Why? (Reason for the routine, child language):

So that everyone is respectful of the adults around them and show that they are ready for an instruction from the adults

How? (step by step instructions, child language):

1. The adult will raise their hand
2. The adult will start a countdown from 5 to 0
3. All children will stop what they are doing and raise their hand
4. Children will track the teacher

Role of the adult (where they stand, what they say, what actions to the do, how do we know its complete etc):

- The adult will raise their hand
- The adult will start a countdown from 5 to 0
- Children will raise their hands and stop what they are doing
- If children have not noticed, the adult will use verbal cues such as: 'Thank you James' or 'Still waiting'
- When 100% of the children have stopped, aren't fiddling and are tracking the teacher, then the teacher will speak

Ready, Respectful, Safe: STAR

Phase/Whole school: Whole school

Why? (Reason for the routine, child language):

To be safe on our school site, to be respectful to others and to be ready to learn

How? (step by step instructions, child language):

1. The teacher will ask for star position,
2. You will respond by:
3. S- sitting up, hands on your lap
4. T- tracking the speaker
5. A- Asking questions and answering questions
6. R- respecting everyone

Role of the adult (where they stand, what they say, what actions to the do, how do we know its complete etc):

- The adult will stand in front of the class (or in a visible position)
- The adult will use the word STAR to remind you of what is expected.
- The adult may point to the STAR poster
- The adult will expect 100%
- Once 100% is achieved the adult will then carry on with the lesson

Ready, Respectful, Safe: 2 "Be Ready" (3 part instruction for any transition)

Phase/Whole school: Whole school

Why? (Reason for the routine, child language):

To be safe on our school site, to be respectful to others and to be ready to learn

How? (step by step instructions, child language):

- 1 Stand up
2. Follow instruction
3. **Be Ready**

Example 1,2,3 for lining up

- 1.Stand up from the desk and tuck in chair
- 2.Yellow jackets on
3. Silent line and **be ready**

Example 1,2,3 for table space

- 1.Stand up from the carpet
2. Go to your table space
- 3.Sit down and **be ready**

Example 1,2,3 for getting to the carpet

- 1.Stand up from desk and tuck in chair
2. Go and stand at your carpet place
3. Sit down and **be ready**

Role of the adult (where they stand, what they say, what actions to the do, how do we know its complete etc):

- The adult will say the number with a hand (1,2,3 finger) signal
- The adult tell them what routine it is
- The adult will give the instruction (until they master them by using just the 1,2,3 signals)
- They will expect and wait for 100%
- There will be a lining up order and seating plan

Ready, Respectful, Safe: Freeze

Phase/Whole school: Whole school

Why? (Reason for the routine, child language):

To be Ready, Respectful and Safe.

How? (step by step instructions, child language):

Outside

- The whistle will blow - FREEZE - hands empty and up in the air
- You will be told to tidy up or that you have 5 mins left
- Bell will ring- Go to your line

Inside

- Music instrument used - FREEZE - hands empty and up in the air
- You will be told to Tidy up or you have 5 mins left

Role of the adult (where they stand, what they say, what actions to the do, how do we know its complete etc):

- The adult will give you one clear whistle blow
- They will use the instrument for a short period
- This will be used to encourage everyone to freeze and the adult may use their voice to remind individual children of the expectation.
- The adults will expect **100%**
- One adult will give the clear instruction