

Behaviour Systems and Expectations

At

Probus Primary School

Our School Values:

- 1.Be ready
- 2.Be respectful
- 3.Be safe
- 4.Be kind

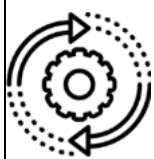
What behaviours might we see that are explicitly linked to our values?

 Value 1 – Ready expected behaviours	 Value 2 2 Respectful expected behaviours	 Value 3 – Safe expected behaviours	Value 4- Kind 
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We are ready to learn. We arrive at school on time. We have the correct uniform and PE kit. We have our equipment ready. We show that we are listening and are ready to try our very best. We have a healthy snack and water.	We listen when others speak. We discuss things calmly. We respect the property of our friends and the school. We respect the world environment. We respect that other people have different ideas, beliefs, backgrounds and needs from our own. We respect the law and the values of school and society. We respect ourselves.	We move around school in a safe manner...walking, keeping to one side, holding doors open. We follow instructions. We use all equipment safely. We tell an adult if something is wrong. We make safe choices with our friends. We stay safe online and make safe choices in our community.	We consider other people's feelings and emotions. We keep our hands and feet to ourselves. We use kind words. We are kind and helpful. We are kind to ourselves.
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Routines:

Transitions at Probus School



Entering the school at the start of the day

- We walk up through the playground, saying goodbye to our grown ups. We are greeted by our school adults.
- We walk in through our classroom doors.
- We hang up our outdoor things and start our start of the day activities (SODA)

Moving around school

- We walk calmly and sensibly – fantastic walking.
- We use our indoor voices.

Transitioning to and from the start and end of lunch/ break

- After play, we line up at our spot and wait for our teacher to tell us to come in.
- After lunch, we leave the hall quietly, collect coats and then go out into the playground.

Entering the hall

- We enter the hall quietly, led by an adult and line up ready for lunch service.
- We sit quietly
- Year 6 sit on benches for assembly.

When we are told to leave, we are led out by an adult, quietly, in our line.

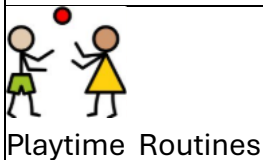


The approach to gaining a pupils attention is:

321 thank you Year... Children stop and look at the adult. This is used consistently throughout the school from Year 1-Y6. This is introduced to the Reception children in the summer term ready for their transition to KS1.



- Classrooms should be tidy and well presented.
- Displays and Working Walls borders should be maintained and work current including modelling.
- Only necessary items on tables.
- When leaving the classroom, tables should be tidy, the floor clear and chairs tucked in.
- Concentration aids to be used with SENDCo agreement.
- Our children should be wearing school uniform only.
- Our children should be ready to learn and show respect towards staff and their peers.
- Whilst the teacher is talking, there should be no talking from any member of the class, unless supported by another adult.
- We have a no hands up policy in school.
- We use traffic light signals to support children with transitions.
- The behaviour support policy will be adhered to consistently.



- First whistle children stop.
- Second whistle classes walk one by one under direction of adults to their lines.
- Children brought in quiet and ready to settle back in to their learning.
- Children need to take coats and snacks outside for playtime and should not be coming back into the building.

Dinner hall Routines

- Children enter the hall quietly and EYFS/
- KS1 children are led by their teacher.

	• Once they have their meal they sit at the tables. These can be mixed year groups. • Respectful table manners • Voices at talking level. • Children will remain seated whilst eating. • Children to use a knife and fork.
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Reward Toolkit:

Recognition of rewards for effort:

Probus Positive Behaviour Rewards		
'Thank You' - verbal acknowledgements, smile, thumbs up	Class Rewards • Star in the jar. EYFS 12 stars/KS1 16 stars/KS2 24 stars earn class reward chosen by each class.	Celebration certificates given out in assembly on a Friday. Parents and carers invited.
Stickers or other individual incentive (raffle tickets or golden tickets)	Headteacher certificates home	Achievement and Celebration Certificates of the Week
School values certificates in assembly. Focus of the week.	Positive Messages Home ~ phone calls, face to face, post its	Reading book from library to keep

Sanction Pathway:

Sanctions Overview:

Teacher Managed Behaviours

Teacher Managed Behaviours

Low Level Disruption	Physical Contact (Reaction)	Defiance / Disrespect	Inappropriate Language	Misuse of Property
Calling out, not following instructions, distracting behaviour	Pushing, shoving, play fighting	Answering back, refusal, disruption to learning	Name calling, non-directed swearing	Minor vandalism of property

Steps			Action
Ready Respectful Safe			Our Probus Rules and expectations... We are Ready, Respectful, Safe and Kind members of our Probus community.
1	Redirection		Gentle encouragement to change and redirect the unwanted behaviour to one that we expect to see. For example - “Well done to this table, you are listening and ready to learn. I can see that almost everyone is ready.” At this point, pause and wait before continuing.
2	Remind	Reminder	A reminder of the expectations Ready, Respectful, Safe, Kind delivered privately wherever possible. Repeat reminders if necessary. Continue to frame all language positively - “Remember, being respectful means look at and listening to the adult whilst waiting your turn to talk, thank you.” Circuit breaker to a partner class, with some work/book for 5 minutes.
3	Reflect and Restore	Miss some Playtime	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour. Clearly outline the consequences if they continue and making it clear as to how they can turn this around. For example –

			"I know that you can be respectful & listen well. If you continue to shout out, you will miss some playtime." Speak to the child privately and then give them silent reflection time for 5-10 minutes during their break or lunch time, giving them a final opportunity to discuss with the adult using a Reflection sheet how they can improve their behaviour and what support they may need.
4	Reset	Sent to HoS (if out, to SENDCo, Assistant Head)	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour. Clearly outline the consequences if they continue and making it clear as to how they can turn this around. For example – "I know that you can be respectful & listen well. If you continue to shout out, you will go to HoS's office." Send the child to Head of School's office for 10 minutes with reading book & information as to why sent, to reflect. When you collect them, have conversation with them. Child completes missed work at next breaktime (if refuses, work is sent home) and any apologies made.
5		Phone Call Home	In consultation with HoS / SENDCo, should the child persist with the unwanted behaviour, a phone call home to is to be made to make parents/carers making them aware of the behaviours being seen at school. This should be logged on Arbor.
Meeting with family		Continuing Concerns Following discussions in school with teacher and SLT, a meeting with the child, parents, teacher, SENDCo and Head of School to take place and recorded on Arbor if there is no noticeable change in behaviour. A behaviour plan will be implemented and monitored over the course of two weeks.	

Physical Aggression (Intent) Kicking, biting, hitting, pushing with intent to harm, danger / harm to themselves or others	Abusive Language Swearing directed at others, racist language, homophobia, sexism, non-inclusive or offensive language	Threat / Verbal Bullying Verbal threats of aggression against another person, persistent answering back	Vandalism of Property Major vandalism
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Steps	Leadership
1	• Child taken to SLT. • Restorative conversation. Child repairs with others involved. • Child misses ALL of next break / lunchtime. • Parents informed - phone call. • Logged on Arbor / if safeguarding on My Concern.
2	Repeat Behaviour • Child taken to SLT. • Restorative conversation. • Time out of class with SLT. • Advice from SENDCo. • Provision reviewed. • Parent meeting with SLT & CT. • Positive Behaviour Plan implemented, shared & monitored - weekly check ins with parents. • Logged on Arbor / if safeguarding on My Concern.
3	Repeated Behaviour • Child taken to SLT. • Restorative conversation. • Consequences determined according to policy.

Breaktime Steps

Steps		Action
Ready Respectful Safe		Our Probus Values and expectations...
Ready		We are Ready, Respectful, Safe and Kind members of our Probus community.
1	Remind	Child has reported that another child is being unkind to them or an adult witnesses inappropriate behaviour. The adult investigates and speaks with all children involved. If a minor disagreement or behaviour, they will be reminded what is acceptable behaviour, asked to apologise, and continue playing with their friends.
2	Reflect	If a child has admitted to or been found to have failed to follow one of the school values of being Ready, Respectful and Safe, they will be asked to serve a time out of five minutes by sitting on a bench, standing by an adult or time off the playground.
3	Reset	If there is believed to have been any of the following, more serious incidents - swearing, deliberate physical contact - the child will be taken into school to a class teacher or HoS who will deal with the incident and record it. The sanctions may include missing the remainder of their break and subsequent break times, a phone call to parents or a meeting with SLT / HoS.

Reflection Sheet (example)



Reflection Task

"Time to Think"

School expectations

Be Ready Be Respectful Be Safe Be kind

Name _____ Date _____ Time _____

Why am I here?

What would I do differently?

Who/what can help me?

To be completed by the adult: _____

Action required:

