

# Behaviour Policy September 2023

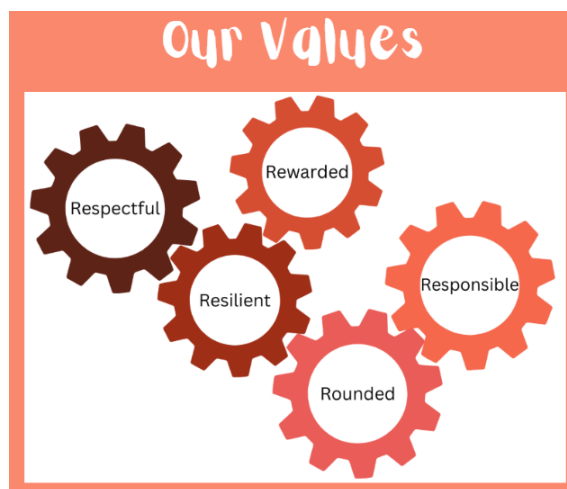
Adopted by the Local Advisory Board of  
Highfields Academy

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Positive behaviour is an essential ingredient of an effective school. We are always aware that we share responsibility with the parents/carers for the children at our school, and make every effort to provide the care which any responsible parent would be expected to make. Relationships between staff and pupils are critical. Our staff have a professional love for the pupils in their care. Staff take every opportunity to get to know their pupils so that they can develop strong and meaningful relationships. At Highfields Academy, we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning and high standards. We achieve this through visible consistency and through our core values:



Our aim is to provide an inclusive, calm, quiet atmosphere in the school and to encourage children to move around in a controlled manner. However, our expectations of the children can only be realised through the co-operation and support between home and school. Should any difficulties be encountered, we invite parents/carers to work with us to resolve them.

Within school, positive behaviour is the collective responsibility of every member of staff and this extends beyond the individual classroom, to cover every child and every area of the school and playground. We acknowledge our legal duties under the Equality Act 2010, in respect of both safeguarding, and of pupils with Special Educational Needs and Disabilities (SEND). The SEND reform (2015) has removed behaviour as a special need and now concentrates on the reasons for behaviour under the umbrella of 'Social, Emotional and Mental Health needs'.

### **Aims of the Policy**

- To develop a moral framework within which children can mature emotionally and in which relationships can flourish.
- To enable children to develop a sense of self-worth, respect and tolerance for others.
- To produce an environment in which children feel safe, happy and are able to thrive.

We believe that it is important:

- a. for the happiness and smooth running of our school, that we foster positive caring attitudes towards one another and the environment;
- b. to acknowledge that each and every person who joins the community has a personal part to play and each person's talents will be valued and enjoyed;
- c. to support each member who needs help and encouragement, in particular nurturing the self-esteem of all.
- d. to listen with care to one another's views and opinions and value them;
- e. on occasions when an injustice or injury has been done, that we should provide a time and space in which the 'wrongdoer' can reflect on his/her actions and, where relevant, make reparation through providing support and comfort;
- f. that we respond in a polite and thoughtful manner to one another;
- g. that we each fulfil our responsibilities whether as pupil, teacher or helper, with regard to –
  - i. punctuality
  - ii. completing tasks to the best of our ability
  - iii. taking responsibility for our each other, our environment and our resources
  - iv. co-operation with other school members.

We believe that emphasizing positive behaviour in school tends to marginalize poor behaviour and decreases the number of misdemeanours. A well-managed, orderly environment in school will encourage children to react in a positive caring way.

## **Objectives**

For children to show:

- Self-respect
- Self-confidence
- Self-control
- Respect, courtesy and tolerance towards teachers, other staff and towards each other
- Pride in their achievements
- Interest in their activities
- Empathy with others' feelings
- Respect for their environment and community

## **Our Golden Rules**

The following rules have been drawn up from consultations with children:

- i. We are gentle; we don't hurt others
- ii. We are kind and helpful; we don't hurt anybody's feelings
- iii. We always tell the truth
- iv. We listen carefully and always follow instructions
- v. We work hard and always do our best
- vi. We look after property and our environment
- vii. We show good sportsmanship and always play fairly
- viii. We do not waste things (food, school resources)
- ix. We make sure that nobody ever feels left out

**There are no outsiders in our school.**

## **The Junior Governors:**

The purpose of the Junior Governors is to encourage mutual respect between members of the school community, to help develop strong values and attitudes, and to enable all pupils to share their views and opinions. Each year group, from R-Y6, elects two of their peers to represent their class. The communication from each year group, via their representatives, leads to discussions which reflect group feelings and opinions.

The Junior Governors play a vital role in making decisions about all aspects of school life which affect all pupils. Having contributed to the decision-making process through their representative, each pupil has some degree of possession of the outcome. The discussions, feedback and decision making contribute to pupils' own awareness of the need for individual and group discipline. This, in turn, contributes to improving behaviour, helps to prevent bullying and encourages trust and teamwork.

## **Classroom Charter**

Class teachers and pupils will use the overarching Golden Rules to create their own class charter, which is personal to their class' needs. These are devised in September and frequently revisited and developed throughout the year. 'Rules' are kept to a minimum. Expectations are kept high. The pupils will be expected to follow the School Rules and Class Charter as part of their daily routine. Class Charters are structured in such a way as to inform pupils of what they can do rather than what not to do. It is important that the children understand how these rules look in practice and how they relate to the School Rules.

## **Kidspace - Before & After-School Club**

In Kidspace we maintain the same high expectations of behaviour as we have during core school hours. Unwanted behaviours are addressed through a verbal warning, which could lead to 'Time Out'. During this time, pupils sit within the room, but not partaking in activities. Lower level behaviours would not be reported to parents/carers at pick-up, however more significant poor behaviour will always be shared with parents. (see appendix 1)

## SEND / Vulnerable Pupils

We acknowledge that our behaviour systems will not work for ALL pupils. Treating all children the same is not equality. We know that some children may need different strategies, rewards and sanctions and these will be discussed with the pupil, their parents, the class teacher and relevant support staff and the SENDCO so that all children have a system to follow which is motivational, realistic and achievable. Where relevant an Individual Behaviour Plan (IBP) or a Reducing Anxiety Management Plan (RAMP) may be implemented.

### Meet & Greet; End & Send

At the start of the day, pupils are greeted as they enter the classroom by a staff member. Pupils are greeted individually. This helps to form the bedrock of trusting relationships. At the end of every day, a staff member will ensure that they personally say goodbye to every child as they leave the classroom.

### Rewards

Rewards are given a much higher priority than sanctions and this is evident from the systems of rewards that are in place and in the displays around school. Achievement is celebrated in every classroom and all efforts are valued.

1. Verbal comments of specific praise are given regularly by all members of staff. We aim for them to be specific, clear and sincere. Praise should align with one of our core values of **Respect, Responsible, Resilient, Rounded, Rewarded**.

2. Celebration Assemblies are held weekly to celebrate achievement and effort in their work or behaviour/attitude. Parents are encouraged to attend.

Each week staff will choose one or two pupils from their class to receive a certificate in Celebration Assembly. These pupils will receive a certificate stating what they have done to achieve this award and the teacher will talk about/show some of the pupil's work.

Other celebrations – As a school we strongly believe in the importance of developing the whole child. We therefore also celebrate all other achievements and accolades, such as sporting certificates/medals, awards from achievements outside of school and any other causes for celebration.

3. Praise Postcard/Phone Calls Home – At least once a half term, teachers will choose a pupil from their class who has gone above and beyond. A surprise postcard is completed and posted home or a phone call home is held so that parents/carers receive information from the teacher and can celebrate their child's achievement.

4. House points – All children are members of one of our 5 house teams: Robins, Woodpeckers, Blackbirds, Goldfinches or Kingfishers. Children can earn house points for excellent work, attitude or behaviour. These should link to our core values of **Respect, Responsible, Resilient, Rounded, Rewarded**. When a house point is

awarded the child should understand which core value this relates to. House point weekly champions are celebrated in our celebration assembly and at the end of each half term the winning team will each receive a team photograph.

5. Afternoon Tea with Mr D – Once per half term a pupil from each class will be chosen to join Mr Dyson for Afternoon Tea. This pupil will be selected based on their efforts over the half term.

## **Behaviour consequences – Praise in Public, Reprimand in Private**

We recognize that there will be occasions when there will be problems of behaviour, for many reasons. We should try always to understand the reasons for the misbehaviour, so that we can deal with it most effectively. When dealing with problems, it is important always to label the behaviour and not the child, (e.g. say 'That is not the right sort of behaviour' or 'I know that you know how to behave,' rather than 'You are a naughty boy').

If a pupil is making poor choices, staff will remind them of expectations. This can be without words, such as pointing your own eyes to indicate you need them to focus on you.

If you can quietly talk to the pupil, for example, "Are you ok? Do you know what you've got to do? Do you have all the equipment you need?" Alternatively, identify a pupil within the class or group who is doing the right thing and publicly celebrate them. For example, "You are sitting so smartly. I can see you are listening."

### **De-escalation**

Every effort will always be made to de-escalate a situation to ensure that learning can continue in a safe and positive environment. Staff will receive regular training on this. There are many ways to do this such as distraction, humour, change of task or person, and/or partial agreement. On occasions there may be times when it might be necessary for a child to go from the playground or classroom to a safe area. They may need to be guided or restrained for their own safety and that of others.

### **Use of force**

In extreme circumstances, staff may be required to use positive handling techniques. Such holds or restraints must only be used when:

- There is a significant risk of the pupil injuring themselves.
- There is a significant risk of the pupil injuring another pupil.
- There is a significant risk of the pupil causing extensive damage to school property.

Staff are trained in Positive Handling / Restraint techniques and this training is updated every three years. In the event of a hold being used the bound and numbered book must be completed on the same day and parents must be informed; this will also be recorded on CPOMS. At the earliest opportunity a Positive Handling Plan must be written for the

pupil concerned and this must be shared with all members of staff. Where relevant an individual pupil risk assessment will also be written.

### **A Restorative Approach to poor behaviour choices**

What is a Restorative Approach (RA)? RA is an approach to behaviour management where shared values, a caring attitude, good relationships, mutual respect and a sense of belonging are key factors. RA is about empowerment, giving everyone a voice. RA acknowledges that conflicts and behaviours happen. Rather than seeking to blame and dispense punishment, RA repairs harm by finding acceptable ways to move forward for all parties concerned. This helps avoid conflicts by investing time in developing, maintaining and repairing relationships. We believe every person in our community has a voice and has the right to be listened to and heard. We plan regular effective circle times, which are used to build a community and to solve problems. Children are taught to be emotionally literate and to express their needs. We believe our restorative approach (RA) is central to whom we are, and that it permeates all areas of school life.

We recognise:

- The better relationships are, the better teachers can teach and children learn.
- Conflict resolution is a life-skill that our young people will need throughout their life.
- Everyone will make mistakes with their behaviour just as they do with learning.
- People need a chance to learn from these mistakes and put them right.

The table below compares the differences between the Authoritarian approach and the Restorative approach.

<b>Traditional (punitive) practices often focus on:</b>	<b>Restorative practice focuses on:</b>
Punishment	Putting things right
Rules that have been broken	The harm that has arisen as a result of someone's actions
Blame	Solutions
Guilt	Responsibility/Accountability
Sanctions as a deterrent	Empathy as a deterrent
The punishment of others	The healing of those affected

### The school has a four-step restorative approach to support behaviour:

1. Verbal reminder – a reminder of our School Values e.g. ‘Are you being resilient / respectful?’
2. Verbal warning – a clear verbal caution delivered **in private** and clearly stating the consequences if they continue.
3. Second verbal warning. At this stage the child is required to stay behind at the end of the session.
4. Time out and repair – outside the classroom for the child to reflect and/or calm down.

At this point, the member of staff in charge will conduct a meeting. This script will be followed:

### Repair Script:

- Can you tell me what happened? *Listen carefully and dispassionately. Give your account from your perspective without judgement. Go slowly.*
- What were you thinking/feeling at the time? *This helps the child to reconsider their actions. Do not accept a shrug of the shoulders; give them time to fully reflect.*
- How have you been thinking/feeling since it happened?
- Who do you think has been affected by your actions? How were they affected? *It is important that the child considers others and the impact of their behaviour.*
- What could you do now to make things right?
- How can we prevent this from happening in the future? *This may not always be an apology as a forced apology is worthless.*
- What can I do to help you?

### Other Sanctions

- Where work is incomplete due to inappropriate behaviours, the work may be sent home in an envelope for children to complete at home. **Parents are made aware of this.**
- Removal from a favoured activity that day **(this must not be a curricular entitlement)**
- Retraction from the right to represent the school e.g. in a sporting event
- Restorative meeting with a peer or staff member linked to the situation
- A requirement for a written apology
- Meeting with a senior member of staff
- A letter or phone call home
- A meeting with parents
- Learning in a different room to their class for the rest of the lesson, day or part of the week
- Exclusion from school during lunchtimes (recorded as half day fixed term exclusion) particularly if a pattern of challenging behaviour takes place at this time.
- Exclusion from school, for a fixed term or permanent exclusion. Exclusion from school takes place only in exceptional circumstances and normally when all other

options have been exhausted. Please refer to the Exclusions policy for further details.

Behaviour incident logs will be completed on CPOMS for incidents classified as medium or high (see below). They can then be used to track times, frequency and the nature of the incident. Where high level incidents involve extreme violence and/or the use of restraint or classroom evacuation this will also be recorded in more detail using an incident form. The SLT will review incident reports and report to Governors through the termly Headteacher's Report.



### Appendix One:

Please note that this list is not exhaustive:

	Behaviour	Support offered	Recording
Low	Interrupting or distracting others  Ignoring instructions  Moving around school in a way that falls below expected standards of general behaviour, e.g. running, shouting, pushing  Not telling the truth straight away or at all  Not engaging with learning  Deliberately and consistently causing distraction / disruption  Damage through carelessness  Making unkind remarks  Answering back / rudeness	Follow 4 step approach  Incomplete work to be completed in own time	No formal recording required  Parents to be informed of reason to complete work.
Medium	Persistent disruptive behaviour  Deliberate refusal to follow instructions  Deliberate damage  Verbal confrontation	4 step approach  Incomplete work to be completed in own time  Phone call to parents	Record on CPOMS  Inform parents  Ensure SLT are made aware

	<p>Persistent swearing</p> <p>Biting, spitting, hitting and kicking</p> <p>Physical fighting</p>	<p>Action plan with parent, pupil, teacher, SENDCO</p>	
High	<p>Persistent Bullying</p> <p>Racist, homophobic, transphobic or derogatory comments that cause offence</p> <p>Leaving school grounds</p> <p>Theft</p> <p>Vandalism</p> <p>Extreme violence towards staff, adults, children</p> <p>Acts of extreme danger</p> <p>Very serious challenges to authority</p> <p>Forming gangs for the purpose of intimidating others</p> <p>Putting themselves, other pupils or adults at risk</p>	<p>Talk to HT / DHT</p> <p>Discussion with SENDCO</p> <p>External support</p> <p>Regular meetings with parents</p> <p>Pastoral support plan</p> <p>Work provided if an exclusion is issued</p> <p>Positive feedback to parents, pupil and SLT where improvements are seen.</p>	<p>As per medium incident.</p> <p>Racist, homophobic and transphobic incidents must be reported to the LAB and Trust.</p> <p>For exclusions refer to the Exclusion policy</p>

## Restorative Conversation Prompts



1. Can you tell me what happened?
2. What were you thinking/feeling at the time?
3. How have you been thinking/feeling since it happened?
4. Who do you think has been affected by your actions? How were they affected?
5. What could you do now to help make things right?
6. How can we prevent this from happening again in the future?
7. What can I do to help you?

This Policy should be read in conjunction with:

- Exclusion Policy,
- Anti-Bullying Policy
- SEND/Inclusion Policy.

Government guidelines include: 'Behaviour and Discipline in Schools' (January 2016); 'Exclusion from maintained schools, academies and pupil referral units in England' (September 2017); 'Special educational needs and disability code of practice: 0 to 25 years' (January 2015)