

Highwood Primary School



*"Preparing today's children
for tomorrow's world"*

Behaviour Policy

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General Philosophy

At Highwood we hold, reinforce and endeavour to ensure positive British Values and moral absolutes.

The philosophy of the Behaviour Policy of Highwood School reflects this.

The behaviour we encourage includes:

- telling the truth
- acting with consideration and kindness to others
- respecting ourselves, our rights and our property as well as respecting others, their rights and their property. This includes taking good care of our school
- helping those less fortunate than ourselves
- respecting the different beliefs, gender and ethnic background of others
- taking personal responsibility for one's actions
- being self-disciplined

Application of the Policy

As a school we have a duty of care to protect our children both when they are at school and beyond the school gates. The law states that the school may discipline pupils in line with the school's Behaviour Policy for misbehaving outside of the school premises.

Our Behaviour Policy will apply when a pupil is:

- on school premises
- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that;

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

Aims of the Policy

- To provide clearly defined limits which are easily understood by parents, teachers, pupils, staff
- To develop a moral framework which reflects our school aim "Preparing today's children for tomorrow's world"
- To enable children to develop a sense of worth, respect and tolerance for others.
- To cultivate an environment in which children feel safe, secure and respected.

Objectives

At Highwood we believe that because staff, pupils and parents value good social behaviour:

Children:

- learn what good behaviour means
- learn to care for one another
- learn the value of friendship
- develop self confidence
- take pride in their learning and school work

Teachers

- are proactive and skilled in ensuring positive and effective classroom management
- teach without disruption, unhindered by behaviour problems
- meet the needs of all pupils
- establish positive contacts with all parents and carers
- develop professionally as consistently good practitioners

Parents:

- are confident that their child is growing personally, socially and academically
- know that their child will receive support when they need it
- feel welcome in school to discuss their child's progress in a positive atmosphere

What we mean by good behaviour?

We believe that good behaviour means that EVERYONE in our school should be:

- careful, kind and considerate
- polite, friendly and inclusive
- helpful to and tolerant of one other
- reflective, resilient and hard working

Implementation of good behaviour

It is imperative that everyone in our school has a clear understanding of the forms of behaviour we expect and the sanctions that will be taken if our behaviour code is not respected. Staff must ensure they are working within this policy in order to establish consistency between themselves and colleagues. It is important that we all have the same expectations of behaviour and are consistent in our approach in dealing with unwanted behaviours. All staff must take a proactive approach in dealing with inappropriate behaviour in their classroom as well as around the school- including the start and end of the school day. Rather than reacting to problem behaviours when they arise, teachers should anticipate the classroom conditions that are likely to produce disruptive or disengaged behaviour and take proactive steps to prevent them.

In order to be proactive in the implementation of good behaviour all staff will:

- Display the school rules in the classroom and discuss these very regularly with the children
- Develop clear class/year group rules with children. These should be on display in the classroom, reinforced regularly and specifically when any child forgets to follow them. There should be no more than five class/year group rules and these should be stated in positive terms and stated in terms of observable behaviours
- Display a clear set of rewards and sanctions in every classroom and at strategic points around the school
- Have clear routines, which the children are familiar with and respect
- Establish expectations regarding work and behaviour as early as possible. These expectations should be revisited frequently
- Ensure they have the children's attention before giving instructions
- Position inattentive or easily distractible children close to the front of the classroom or where the teacher or supporting adult is positioned. Consider carpet positions. Ensure children who find it hard to concentrate are sat close to an adult during whole class guided sessions and assemblies so their attention can be re-channelled as necessary
- Strive for clear commands expressed in positive terms
- Redirect disengaged children by using their name in a question, standing next to them or by using non-verbal signals
- Use positive warning reminders about the behaviour expected rather than negative statements when children are exceeding the limits
- Give frequent, specific acknowledgement and encouragement to children who are engaged and following directions
- Avoid ever combining praise with put-downs
- Target specific behaviours to encourage according to individual children's needs
- Use non-verbal signals of encouragement; these enable teachers to give children recognition without disrupting the learning for an entire class
- Use incentives to motivate the children and reward appropriate behaviour and learning
- Encourage the children to walk along the corridors in silence. Stop at the end of each corridor section to ensure the children are walking appropriately
- Ensure that children who have a tendency to misbehave are at the front of any line when the children are walking along the corridors. This enables the leading adult to regularly praise and reinforce appropriate behaviour. Consider having line orders

Rewards

Praise is the most obvious and effective means of acknowledging and reinforcing good behaviour – it motivates pupils in their learning and in managing their own behaviour.

Positive reinforcement is an effective means of:

- Teaching and reinforcing appropriate patterns of behaviour and supporting pupils to become self-disciplined
- Nurturing harmonious classroom and school wide relationships
- Boosting a child's self-esteem and, as a consequence, promoting effective learning

Through the appropriate use of praise and incentives, we hope to improve the overall behaviour of children throughout the school.

The children have 'golden time' for half an hour every Friday afternoon. This is an opportunity to acknowledge and reward all children for their good behaviour in lessons. Those children who have not behaved appropriately lose an amount of their golden time, up to half in total. No child may lose all of their golden time.

In lessons, teachers need to:

- Recognise and reward children for great learning, great behaviour, great effort, politeness, neatness and good listening skills by giving regular, specific verbal or written praise and acknowledgement on an on-going basis
- Make use of incentive stamps or stickers called merits on a child's Merit Card (See APPENDIX 2)
- Celebrate when a child has filled their Merit Card by sending them to the Headteacher with their card and an example of their good achievements. (Every child has a Merit Card - a different colour for each year group). A supply of Merit stickers for the term is given to each teacher. The Merit sticker/s should be given to the children who can choose to wear it and/or place it on their work. The specific achievement should be recorded and dated on the Merit Card. When a Merit Card has been filled the pupil shares it with the Headteacher and receives a Headteacher Achievement Award which is a special Headteacher sticker. The child chooses which of their achievements they wish to have written on a special certificate and in the Golden Book - their names are recorded in the Golden Book kept in the Reception area of the school. During Sharing Assembly any children completing their Merit Card is recognised for their hard work, good behaviour or attitude by the senior leader leading the assembly and are awarded with their certificate. Parents are informed of this achievement via text message and have the opportunity to attend the assembly celebration.
- Acknowledge children's achievements, academic or otherwise, during whole class sessions
- Display children's achievements in the classroom and around the school
- Encourage children to share their achievements with a senior member of staff, their parents and other children
- Encourage children to share great achievements with the Headteacher and receive a Headteacher's sticker
- Remind children frequently of their golden time. Provide children with the opportunity to win back lost golden time
- Have their good behaviour shared with their parents at the start or close of the school day or via text message

At break, lunch and assembly times, as well as the start and end of the school day children will be:

- Praised for remembering the school rules and behaving in line with expectations
- Acknowledged and thanked for their good behaviour during assembly
- Have an opportunity to win a 'Good Manners' certificate for displaying good manners in the dining room
- Rewarded with House Points as part of the school house point system. A house point can be awarded for good behaviour during any part of the school day, for successful collaboration or team work, helpfulness or an act of altruism. House Points can also be rewarded as part of PE lessons for good effort or great achievement

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Mid Day Supervisors may reward pupils with stickers for good manners and make one weekly recommendation for a 'Good Manners' certificate for a KS1 and KS2 child which is awarded by the during Friday's whole school Sharing assembly.

Golden Time

Golden Time takes place at 2.45pm on a Friday and lasts half an hour. Children who have lost some of their Golden Time for unwanted behaviour during lesson times should be given the chance to earn it back during the week. Each Friday, at 2.45pm, any child who has lost any Golden Time should be accompanied to the school hall where they will be met by the Headteacher or Deputy Headteacher. They will remain there for the length of Golden Time they have lost before being able to return to their class or the playground and continue with their Golden Time. No child can lose more than 15 minutes time. Golden Time cannot be taken from the whole class at once. Teachers have a responsibility to ensure Golden Time is indeed a golden time. Ideally teachers and teaching assistants use this time to play, as well as teach and model play, to the class and/or across a year group or phase. Children have the opportunity to choose special activities. Each week the teachers should organise at least four activities per cluster for the children to sign up for. Children who have not lost any golden time will be given priority choice. To promote fairness, names will be randomly pulled from a hat if so needed. Activities may include sporting or creative activities such as Football, Rounders, art activities, jewellery making, cooking, cinema etc.

Golden Time provides us with the opportunity to reward all of the children for their good behaviour. It should be used as an incentive for the children to follow the school rules as failure to do so will result in an individual child's golden time being reduced. Children should be given the opportunity to 'win back' lost golden time if their behaviour improves during the week. If they have received the maximum of 15 minutes loss of golden time, then the time cannot be earned back.

House points

The school has 4 house teams – air (yellow) fire (red) water (blue) and earth (green). Every child is a member of one of the houses. Siblings should be in the same house. House points are awarded for sporting endeavours, good team or collaborative work, an act of altruism or generosity. House points are tallied up on the house point charts in each classroom and collected by the Year 6 House Captains on a half termly basis. The totals are revealed during the last assembly of each half term. The house team with the most points at the end of the half term are awarded an extra 15 minute play time at the end of morning play.

Dealing with unwanted and unacceptable behaviour

When dealing with any misbehaviour, be it major or minor, all staff members must take great care to convey that it is the behaviour that is unwanted and not the child. Apart from damaging any relationship and the chance to improve the behaviour, the child should come to believe that s/he can accept that we are unhappy about certain behaviour without believing that we have lost faith in him/her as a person. It is important that the children:

- Know and understand what the school's behavioural expectations are
- Recognise that they will be expected to meet these expectations and in doing so will receive acknowledgment and a range of rewards
- Expect consistent consequences if they do not comply with the expectations

As a staff team we have determined what constitutes unacceptable behaviour and have consulted with parents and pupils about this. It is imperative that all staff enforce our agreed code consistently so that the children know there is fairness across the school.

Managing unwanted behaviour during lessons

Level 1

- If a child misbehaves (i.e. they are calling out in lessons) they should be given a nonverbal warning
- If the behaviour continues then the child should receive a verbal warning which clearly outlines the wanted behaviour
- If such behaviour continues after the verbal warning then the child's name is written underneath or placed on a sad face to act as a final 'written' warning. The teacher should clearly explain what it is the child is doing which is not acceptable, what it is the child should be doing and what will happen if they need to be spoken to again. If they continue after this warning then they will be given 'Time Out' of the classroom at the 'Time Out' table.

Level 2

If a child continues to misbehave or if the behaviour is more serious, then they should be given 'Time Out', which is time away from the main body of the class – it may be an area inside or just outside the classroom or classroom vicinity. If outside the classroom the child must be supervised. This 'Time Out' is to provide the child with an opportunity to calm down and reflect on their behaviour. It should be strictly timed in five minute blocks and no longer than 15 minutes. During this time a child may either be asked to complete an age appropriate behaviour report form which requires them to reflect and articulate their unwanted behaviour, and determine how they could improve it in the future. Or the child will be asked to continue with their work. If the child does not continue with their work they will need to complete any missed work at a time determined by the class teacher. All incidents of 'Time Out' should be reported to the Headteacher weekly.

A teacher needs to be clear about when to cue a child back into class at the point the allocated 'Time Out' has been spent. It is wholly expected a child will then return to work and manage their behaviour in line with expectations.

In the event this is not the case then the child will receive one warning reminding them of the expected behaviour, reminding them they have had 'Time Out' and informing them that if they continue to disrupt learning they will be sent to 'Time Out' within the Phase Leader's classroom. The teacher must remove 5 minutes Golden Time at this stage. All classes have a Golden Time chart displayed in their classroom and the child will have five minutes of time immediately deducted.

Level 3

In the event that the misbehaviour continues the child should be sent to the Phase Leader's class for further 'Time Out'. The child is removed from their classroom with their work. The child will stay in the Phase Leader's class until the next natural break – i.e. break time, lunch time or home time. Senior leaders and parents need to be informed of this and it also needs to be recorded on the child's electronic school record. Parents will be informed that their child has been removed from class for a period of time due to their behaviour via a face to face meeting, by telephone or by letter.

Level 4

If a child continues to be disruptive, or if the behaviour is of a more serious nature, a member of the senior leadership team must be called. This is a serious matter and will most likely result in the child being sent home. On every such occasion the child's parents are fully informed and the child's electronic records are updated.

If a very serious incident happens (e.g. physical aggression or violence by a pupil against another) then the child should either be accompanied directly to a member of the senior leadership team or a member of the SLT team called to attend. A behaviour record form should be completed for the child using SIMs and the child's parents will be called and asked to keep them at home for the remainder of the day. Such behaviour will most likely result in a fixed term - or on very rare occasions a permanent - exclusion.

Dealing with disciplinary matters whilst on assembly, break or lunch duty

Staff members on duty at break time should deal with any minor issues that arise. Children may be given cooling off periods. Staff should support the children in using the peaceful problem solving cards to try to resolve upsets. If appropriate, they may provide a sanction of 5 minutes 'Time Out' - a time away from others in order to reflect on their unwanted behaviour and consider how to improve it in the future - to be 'spent' at lunch time that day. Any such misbehaviours occurring during non lesson times need to be logged in the 'Time Out' book located in the administration corridor. Class teachers should be informed of any misbehaviour and of any pupils given 'Time Out'. Any child in receipt of 'Time Out' should go to the library at 12.30pm on the same day to meet with the senior member of staff on duty. The senior member of staff acknowledges the reason the child has 'Time Out' and speaks to them about their actions prior to their reflection time.

All teaching staff can deal with most disciplinary problems on duty determining whether a quiet word of warning or time out is needed. At lunch times, MSAs may also give such worded warnings. More significant behavioural issues should be referred to the (play leaders or) supervisor who should then manage the incident and determine if 'Time out' is needed. More serious matters need to be referred to the senior leader on duty. Time out data is stored on SIMs and is monitored termly by the Leadership team.

In the event of a very serious incident, such as violence or racism, the pupil should be accompanied to the Headteacher or Deputy Head teacher.

A member of the Leadership team is contactable during break time and there will always be a member of the leadership team on the school premises during operational hours.

Recording incidents

All teachers should record details of any behaviour incidents on SIMs. These records are monitored no less than half termly. Leaders meet with the parents of any child who has accrued a large number of behaviour points in any given period to discuss their child's behaviour and strategies to support the child in the future.

Individual Education Plan

Children who have difficulty managing their behaviour may have a Personal Plan and if necessary, support from Chessbrook or the Primary Support Partnership (Juniper Class) may be used to help manage their behaviour. Children who are in Juniper class will have a Personal Plan and where appropriate an application will be made for an EHCP. If the child is unable to behave appropriately, in spite of the additional support, then it may be appropriate that other sanctions, such as exclusion at lunchtime, are introduced following discussion between parents, the Primary Support Partnership team, the class teacher and Headteacher.

Exclusion from school will be considered in extreme cases in line with HCC guidance.

Parents

Parents are vital to the promotion of good behaviour in school and so effective home/school liaison is very important. We expect all parents to give their full support to the school staff when they are dealing with their child's behaviour. We provide parents with a copy of the school prospectus and the Home School Agreement, both of which state the school's approach to managing behaviour. Parents receive a text message to inform them if their child loses 15 minutes golden time.

If a child has time out on three separate occasions in a half term then leaders will contact parents to arrange a meeting to discuss the behaviours.

Parents are also kept informed of good behaviour and achievements. They are invited to attend celebration assemblies when their child is given their Headteacher award. Where possible, teachers also speak to parents at the end of the school day to share good learning or behaviour.

The school encourages parents to:

- 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.

Monitoring

Behaviour is monitored by the Senior Leadership Team and Inclusion Team who will discuss children's behaviour with the class teachers and lunch time staff. Behaviour records on SIMs are monitored no less than termly.

Other Agencies

A Primary Support Base was re-located to Highwood in April 2009. The school regularly seeks the advice of its specialist staff regarding pupil behaviour. The PSP staff team are able to offer support on their extended roll to those children whose behaviour is causing concern. A referral to Chessbrook Behaviour Unit, Education Welfare, Social Services, Health Services, and the Educational Psychologist may also be appropriate in some instances.

Highwood Primary School follows the HCC guidance for school exclusions.