

Highwood Primary School



Promoting Resilience – Achieving Potential

Behaviour Policy

Revised November 2019

Ratified by Governors:

COVID Amendments - August 2020

This policy has been impact assessed against protected characteristics (race, gender and disability) and no adverse impact has been identified.

General Philosophy

At Highwood Primary School we base our policy and practice on the Hertfordshire STEPs programme. All staff are trained in this philosophy and are supported in its implementation. The STEPs approach ensures that staff know how to promote pro social behaviour and manage difficult or dangerous behaviour whilst having an understanding of what the behaviour may be communicating. The focus is on de-escalation and preventative strategies rather than focusing solely on reactive strategies. Following this approach enables staff at Highwood Primary School to take the necessary steps to ensure that every child is given an equality of opportunity to develop socially, to learn and to enjoy community life. Restorative approaches are applied when consequences are implemented.

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 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

➤ **This Policy sets out the plan for the majority of children. In addition, some children may require an Individual Risk Management Plan to formalise strategies that differentiate from policy (see Appendix 1)**

Aims of the Policy

- To cultivate an environment in which children feel safe, secure and respected
- To provide clearly defined limits which are easily understood by parents/carers, teachers, pupils, and staff
- To develop a moral framework which reflects our school aim "Promoting resilience, achieving potential"
- To enable children to develop a sense of worth, respect and tolerance for others
- To ensure that all children are kept safe in line with COVID guidelines

Objectives

At Highwood we believe that because staff, governors, pupils and parents/carers 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
- meet the needs of all pupils

Behaviour Policy

- establish positive contacts with all parents and carers
- develop professionally as consistently good practitioners

Parents/Carers:

- 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
- support the school's policies and guidelines for maintaining good behaviour and discipline

What we mean by good behaviour?

Our Golden Expectations are used as the guidelines for discussions with children about behaviour:

- Respect yourself and be respectful
- Show kindness to others
- Care for yourself, others and your school
- Always try your best

Application of the Policy in Early Years

In the Early Years children are introduced to Highwood's Golden Expectations. There is much discussion around these statements and they are displayed alongside photographs and key phrases in simple language in order to ensure understanding. The Expectations are modelled and reinforced regularly. 'Happy' and 'Thinking' faces are used as visual reminders. Personal Social and Emotional development is one of the Prime Areas of learning in the Early Years and as part of this children are given opportunities to develop their self-confidence and self – awareness, manage their feelings and behaviour and make relationships. We aim to equip the children with the skills they need to adjust their behaviour to different situations and resolve conflicts.

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 consequences that will be applied 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. All staff must be proactive when dealing with inappropriate behaviour in their classroom as well as around the school; including at 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 'Golden Expectations' in the classroom and discuss how these expectations apply to the age group being taught on a regular basis
- Display a clear set of visual prompts to encourage children to follow the Golden Expectations in every classroom e.g. Behaviour faces, House Points, Star of the Day and Good Choice Jars
- Have clear routines, which the children are familiar with and respect including new procedures for 'bubbles' to comply with COVID guidelines
- Establish expectations regarding work and behaviour as early as possible. These expectations should be revisited frequently
- Know their pupils well and differentiate both learning tasks and behaviour expectations in order to anticipate when children's anxiety or low self-esteem may be barriers to 'good' behaviour
- Ensure that children are given positive praise for pro social behaviour and there is an emphasis on 'catching children being good' rather than sanctioning unwanted behaviour

- Use positive and proactive teaching strategies e.g. gaining attention from all children before giving instructions, seating children according to need etc.
- Seek ways to engage and include all children e.g. using their name in a question, standing next to them, using non-verbal signals

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

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. Be aware that the praise can be public and private and should take account of the child's feelings.
- Make use of incentive stamps or stickers called merits on a child's Merit Card (see next bullet point) as rewards/acknowledgement of achievement or particular effort in a learning task
- Celebrate when a child has filled their Merit Card. Every child in KS1 and KS2 has a Merit Card - a different colour for each year group. Merit sticker/s should be given to the child 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. During virtual Sharing Assembly any child completing their Merit Card is recognised for their hard work and good attitude by the senior leader leading the assembly and is awarded with their certificate and 'Golden Ticket.' Parents are informed of this achievement via text message ~~and have the opportunity to attend the assembly celebration.~~ During the period of time in which we are working under COVID guidelines, merit 'Golden Ticket' activities will be half termly in order to ensure that bubbles can be maintained.
- Acknowledge children's achievements, academic or otherwise, during whole class sessions. ~~Half termly would be big numbers as some merit charts were nearly full in March. Have teachers got time to do virtual sharing assemblies in Autumn?~~
- 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
- 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 expectations 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

Formatted: Font color: Auto

Formatted

- 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
- Encourage children to share their achievements with a senior member of staff, their parents and other children
- Display children's achievements in the classroom and around the school
- Have their good behaviour shared with their parents at the start or close of the school day or via text message

Mid Day Supervisors reward pupils by making one weekly recommendation for a 'Good Manners' certificate for a KS1 and KS2 child ~~which is awarded in assembly.~~

Rewards by Phase			
Early Years	KS1	LKS2	UKS2
Praise Pad notes (Nursery)	Daily Superstar Sticker	Star of the Day	Star of the Day
Star of the week (Reception)	Superstar/Happy Face /Thinking Face	Superstar/Happy Face /Thinking Face	Superstar/Happy Face /Thinking Face
Superstar/Happy Face /Thinking Face	Good Choices Jar	Good Choices Jar	Good Choices Jar
	Email home	Email home	Email home
	Golden Time Activity(Y2)	House Points	House Points
	House Points		

Golden Time in Key Stage One

In Year 1 & 2 there is a 'golden activity' each week. The children give their ideas at the start of each half term which then go into a lucky dip bag. The activity is then chosen at the start of each week.

~~In Year 1 children have 'choosing time' at the end of each day and children who have not behaved appropriately in class may miss a part of this time.~~

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 are 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 each week and displayed in the hall. ~~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. Will this be possible with bubbles?~~

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. Staff should understand that behaviour is often a means of communication and should endeavour to understand what the child is trying to communicate through their behaviour.

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

Formatted: Highlight

Formatted: Font color: Custom Color(112,173,71)

Formatted: Font color: Auto

Formatted: Font color: Custom Color(112,173,71)

- Expect consistent consequences if they do not comply with the expectations

Staff have been trained to use strategies recommended by the STEPs programme in all approaches to unwanted behaviour. (see APPENDIX 2 for examples).

These include:

- De-escalation language
- Positive phrasing
- Limited choices
- Disempowering the behaviour
- Consequences that put right the behaviour (Protective consequences)
- Consequences which involve completing missed learning tasks (Educational consequences)

Managing unwanted behaviour during lessons

The consequences outlined below should be used as guidance; staff must use their professional judgement when applying a consequence to a behaviour

Level 1 (calling out, distracting other pupils, talking other than 'learning talk' during learning activities, not co-operating with peers to complete learning tasks, not completing tasks set, refusing to stay within their designated space, not complying with COVID guidelines)

- Staff should use the STEPs strategies (including the use of limited 'good' choices) as outlined in APPENDIX 2 in order to prevent escalation
- First the child should be given a nonverbal warning
- If the behaviour continues then the child should receive a verbal warning which clearly outlines the wanted behaviour with a direct reminder of the expected behaviour e.g. 'This is your verbal warning – you need to be sitting on your chair.'
- If the unwanted behaviour continues after the verbal warning then the child's name or photo is written underneath or placed on a 'thinking' 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. Depending on the severity of the unwanted behaviour, consequences at this point would be; a short time away from the class at the 'Thinking' table or missing part of their break/lunchtime to complete the learning task independently or with an adult
- ~~If the child returns to the class following the above consequences and returns to the unwanted behaviour the consequence would be 5 or 10 minutes at the Time Out table outside the classroom completing a reflection sheet.~~
- At any point, if the behaviour improves the child's name or photo is returned to the 'happy face' or star.

Level 2 (continued Level 1 behaviours, rudeness/defiance towards an adult or peer, 'talking back'/refusal to comply with an instruction, pushing or moving classroom equipment or furniture unnecessarily, refusing to stay within their bubble).

- ~~If a child continues to exhibit the unwanted behaviour or if the behaviour is more serious the member of staff should continue to use the STEPs guidelines (including limited 'good' choices) and the child is taken to a named member of SLT for thinking time (Please see rota). If there is no member of support staff available to take them then the office should be called and someone will be sent to pick the child up.~~
- ~~The child should be given time outside the classroom to provide them with an opportunity to calm down and reflect on their behaviour. It should be strictly timed in 5 minute blocks and be no longer than 15 minutes in total. 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. Alternatively the child will be asked to continue with their work. If the child does not continue with their work they~~

Behaviour Policy

Formatted: No bullets or numbering

Formatted: Bulleted + Level: 1 + Aligned at: 0.63 cm + Indent at: 1.27 cm

Formatted: Bulleted + Level: 1 + Aligned at: 0.63 cm + Indent at: 1.27 cm

Formatted: No bullets or numbering

will need to complete any missed work at a time determined by the class teacher. **All incidents of 15 minutes of 'thinking' time outside the classroom should be recorded on SIMs** by the member of staff issuing the thinking time.

- ~~A teacher needs to be clear about when to cue a child back into class at the point the allocated 'Thinking Time' has been spent~~The child will be brought back to class by the member of SLT once an appropriate period of thinking time has been given. It is wholly expected a child will then return to work and manage their behaviour in line with expectations.
- A restorative discussion takes place to ensure that the work missed is completed either during a break or in KS2, at home.
- 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 'Thinking Time' and informing them that if they continue to disrupt learning they will be sent to a member of the Senior Leadership Team for a longer period of time, ~~the Phase Leader's classroom to continue with their work.~~

Formatted: Bulleted + Level: 1 + Aligned at: 0.63 cm +
Indent at: 1.27 cm

Level 3 (continued Level 2 behaviours, shouting out, moving around the classroom unnecessarily, low level throwing or pushing of classroom equipment, refusing to stay within their bubble)

- If the unwanted behaviour continues or escalates when the child returns to class the child should be sent to the designated member of the Senior Leadership team ~~the Phase Leader's classroom~~ for further time completing learning tasks. The child will stay with the allocated person 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 SIMs by the class teacher.** Parents will be informed by the class teacher, Phase Leader or Senior Leader 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 (compromising the safety of others or causing damage to property, deliberately defying COVID safety guidelines for themselves or others), a member of the senior leadership team must be called. This is a serious matter and ~~may will~~ result in the child being internally excluded, sent home or given a Fixed Term Exclusion. On every such occasion the child's parents are fully informed and the child's electronic records are updated. A discussion about the reasons for the child's behaviour will take place with the Inclusion Team and an Individual Risk Management Plan will be considered. ~~Some schools have added spitting/flicking water their water bottles at others, or not abiding by the Covid-19 recommendations to ensure their safety and that of others. I'm sure there is a line about this I saw added to the Queens' behaviour policy.~~
- If a very serious incident happens (e.g. deliberate physical aggression or violence by a pupil against another or against a member of staff) then the child should either be accompanied directly to a member of the Senior Leadership Team or a member of the Senior Leadership 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 an internal, fixed term - or on very rare occasions a permanent – exclusion
- Whenever a serious incident occurs staff will manage any necessary physical Intervention following the guidelines set out by the STEPs programme (see APPENDIX 3)
- Permanent exclusion from school will be considered in extreme cases in line with HCC guidance.

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 using restorative discussions if required. Children may be given cooling off periods. If appropriate, they may be given an immediate 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 Time Out includes ~~completing a Reflection Sheet and~~ having a restorative discussion with the member of staff on duty. ~~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 designated space at 12.30pm on the same day to meet with the senior member of staff on duty.~~

All teaching staff can deal with most disciplinary problems whilst 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 supervisor who should then manage the incident and determine if ~~'Time out' further action~~ is needed. More serious matters need to be referred to the ~~senior leader~~ the SENCo on duty. The inclusion team will then support the child with their behaviour and the child will be removed from the playground to Juniper. If a child is removed to Juniper then a restorative reintegration program managed by the SENCo will be triggered. Support will be based around the 'small garden' approach within Steps and will mean that children will have to earn the right and demonstrate that they can reintegrate with their peers. Incidents and restorative programs will be recorded on SIMs.

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

A member of the Senior Leadership Team is contactable during break time and there will always be a member of the Senior 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.

Juniper

Juniper is run by the Inclusion Team and part of its role is to support children who find break and lunchtimes challenging. Children may be asked to spend some or all of their lunchtime in Juniper, by prior agreement, as a short term support if they are finding it difficult to manage their feelings and/or behaviour in social situations. A restorative intervention will then be introduced as above. However, some children will be invited to work alongside our Welfare Manager at lunchtimes who will support the development of their play and social skills, in order for us to be proactive in the development of skills. Members of the Inclusion Team provide intervention programmes and use protective consequences to assist children in the development of social skills. Juniper will also be used as a time out space for named children during lesson times. Teachers will be aware of who these children are and it will be stated on their personal plans. All children will have their own work station which will be set up with the child and will comply to social distancing guidelines. What are the new plans are for Juniper from September?

Restorative Discussions

These discussions allow the child or children involved time to discuss their behaviour through answering 'open' questions that provoke thought. The discussion centres around: What happened? What made you feel like this? What happened to make you react in this way? How can we make it right? Children are encouraged to communicate their feelings in different ways (colouring, story boarding, thinking bears etc.). It is important that the adult acknowledges how the child is feeling about the situation. Consequences can be agreed on during these discussions and can take many forms e.g. an apology, ~~a handshake~~, re-doing a piece of work, cleaning or tidying up.

Parents and Carers

Parents and Carers 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, Parent Code of Conduct and the COVID amended Home School Agreement, both of which state the school's approach to managing behaviour. Parent Code of Conduct Policy too. Parents receive a text message to inform them if their child loses 15 minutes or more Golden Time.

Formatted: Font color: Auto

Formatted: Font color: Custom Color(112,173,71)

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font: Bold

Parents are also kept informed of good behaviour and achievements. They are invited to attend celebration assemblies or a message is sent to parents/carers 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.

Formatted: Font color: Auto

Formatted: Font color: Auto

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 referral to Chessbrook Behaviour Unit, Education Welfare, Children's Services, Health Services, or the Educational Psychologist may also be appropriate in some instances. Highwood Primary School follows the HCC guidance for school exclusions.

Sort out the formatting of pages at the end!

Formatted: Font color: Red

Appendix 1

Individual Risk Management Plan

Name	DOB	Date	Review Date
	Risk reduction measures and differentiated measures (to respond to triggers)		

Photo	
--------------	--

Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....

Appendix 2: Strategies for responding to unwanted behaviour

Positive Phrasing:

- ~~stand next to me~~
- put the pen on the table
- walk in the corridor
- switch off the computer screen
- walk with me to the library
- stay seated in your chair
- ~~come and sit next to me for a story~~
- please/thank you

Limited Choices

- Where shall we sit and talk, here or in the library?
- Put the pen on the table or in the box
- I am making a drink, orange or lemon?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?
- Would you like to sit on the chair or the beanbag?

Disempowering the behaviour

- You can listen from there
- You can listen to the story from there
- Come and find me when you come back
- Come back into the room when you are ready

Consequences

- We will check you understand the story before going out for break time

De-escalation Script

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and....

De-escalating body language

- Outside of an outstretched arm (distance away)
- Sideways stance
- Leaving an open door
- Relaxed hands
- ~~Managing height (same height as child)~~

Appendix 3: Policy for Physical Intervention in response to serious incidents (separate document)

-

Formatted: Bulleted + Level: 1 + Aligned at: 0.63 cm + Indent at: 1.27 cm

Formatted: Bulleted + Level: 1 + Aligned at: 0.63 cm + Indent at: 1.27 cm