

# Highwood Primary School



*Promoting Resilience - Achieving Potential*

## Behaviour Policy and Statement of Behaviour Principles

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## 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline how pupils are expected to behave that reflect the values of the school.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and consequences.

## 2. Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## 3. Definitions

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 understanding 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.

It is important to recognise that abuse isn't always perpetrated by adults; children can abuse other children and it can happen both inside and outside of educational settings and online. This is referred to as 'peer on peer abuse'.

The aim of Restorative Practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. This is our priority as a restorative school, as we see ourselves at the heart of and serving our community.

For effective teaching and learning to take place, we believe that good relationships need to be at the heart of everything that happens at Highwood Primary School.

## 4. Restorative Approach

Allow the act (unaccepted behaviour) to be rejected, whilst acknowledging the intrinsic worth of the person and their potential contribution to society.

Rejects the 'Act not the Actor'. Separates the 'Deed from the Doer'.

It is a process that puts repairing harm done to relationships and people over and above assigning blame and dispensing punishment. It shifts the emphasis from managing behaviour to focussing on building, nurturing and repairing relationships.

### The Five Restorative Practice Questions

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who else has been affected by what you did?
- What do you think needs to happen to make things right?

If the child has been harmed by the actions of others, which could include both staff and pupils, questions could include:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Restorative Justice – Chat Script	Restorative Justice - Choices
What happened?	What choices did you have?
What were you thinking?	What choice did you make?
What do you think now?	How did that choice affect you and others?
Who has been affected by this?	What choice could you make next time so it can be resolved without you upsetting others/feeling upset?
What needs to happen to put this right?	
What will you do differently next time?	



Restora  
express

inappropriate behaviour through high levels of control, encouraging acceptance of responsibility and the setting of clear boundaries.

All our children understand and use restorative practice in their everyday school life. As part of our commitment, parents/carers are asked to contribute to a restorative meeting if this is felt to be the right course of action.

Listed below are some examples of affective statements and questions which all staff can use with pupils:

### Statements

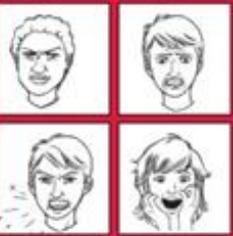
- I am sorry that I misunderstood the situation .....
- I felt really proud of you when I heard .....
- I felt really pleased and encouraged that you made the right choice.
- I respected your honesty and thank you.
- I was very disappointed when you did that to.....
- I am upset by what has just happened.
- I feel that (describe action) was very disrespectful

## The Zones of Regulation ( ZoR)

### Key principles:

- The Zones of Regulation is a framework to help children and adults understand how they are feeling how this affects what they are doing and how others see them.
- It teaches children strategies and helps them develop their own toolkit for moving out of one zone and into another.
- The red and yellow zones are not to be presented as bad or negative; we should present all the ideas in a neutral way. Children should be supported to learn which behaviours are best in a given situation, eg learning, playing, eating together.
- Children need positive reinforcement of when they are in the green zone and how they are helping themselves to remain in the green zone even when it's difficult, as well as recognition of when they are in the yellow and red zone.
- The framework complements the principles of a growth mindset and is another layer of Metacognition and the restorative approach.
- All children can benefit from learning about the ZoR, some children with autism, social communication and attachment difficulties will need additional learning and support to develop their toolkit. This will be done in small groups or 1:1.
- It is essential that we consistently use the language of the different zones across the school. The zones and their colours should be displayed in classrooms, group rooms, and in Juniper.
- Whole class ZoR learning will be encouraged and part of PSHE teaching.

## The ZONES of Regulation®

			
<b>BLUE ZONE</b>	<b>GREEN ZONE</b>	<b>YELLOW ZONE</b>	<b>RED ZONE</b>
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

# The Road to Regulation

I CAN... Have fun  
Do my job Focus  
Be in control Join in  
Solve the problem

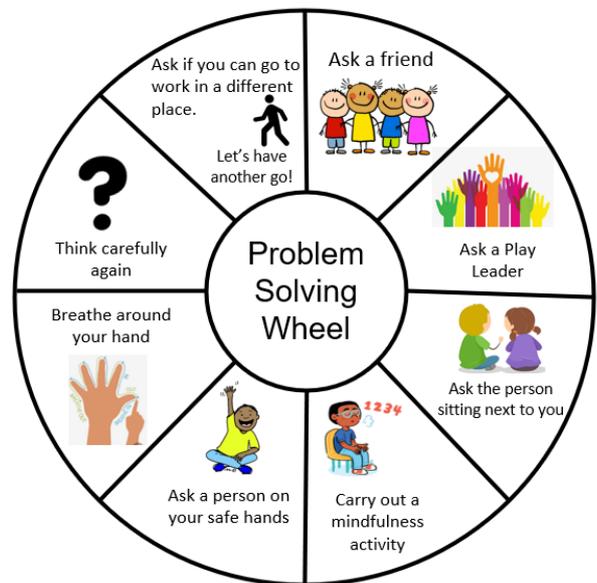
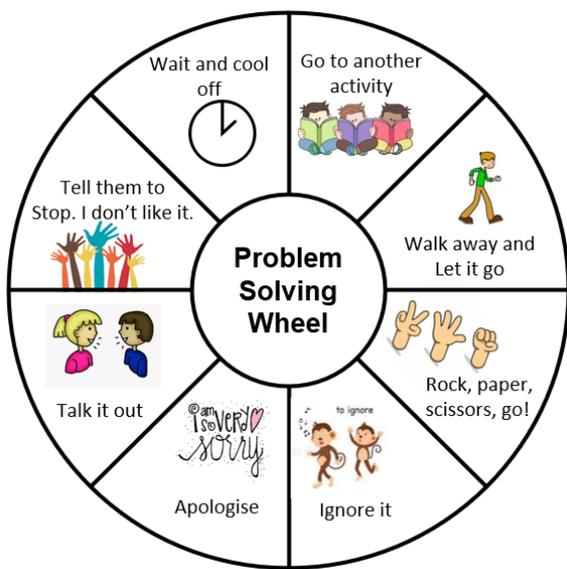
Red STOP  
Yellow SLOW DOWN  
Green GOOD TO GO  
Blue REST/ENERGIZE

Zone Tools  
Zone Tools  
Zone Tools  
Zone Tools

STEP 1 How do I feel?  
STEP 2 What Zone am I in?  
STEP 3 Do I need a tool to regulate? Which one?  
STEP 4 Use the tool.

Welcome to Destination Regulation

THE ZONES OF REGULATION  
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25 Social YRS Thinking



## 5. Bullying

The school does not tolerate bullying of any kind. If we discover that an act of hate, bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Highwood's approach to preventing and addressing bullying are set out in our anti-bullying approach. The school approach follows the strategy:

How pupils, parents and staff can report incidents of bullying

How the school investigates allegations of bullying

How the school records, analyses and monitors incidents of bullying

Sanction procedures, making reference to section 7 of this policy where applicable

How the school supports pupils who have been bullied, and those vulnerable to bullying

Whole-school proactive strategies to prevent bullying

How the school trains staff and governors in preventing and handling bullying

## 6. Roles and responsibilities

### The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles.

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently

### Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly (This is logged on CPOMS).
- Challenging pupils to meet the school's expectations.
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### Parents and Carers

Parents and Carers are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## Further Information

### The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Children will be asked to complete work again if it is not to the best of their ability.

The teacher keeps records of all reported incidents of misbehaviour, in the CPOMS log. This records all codes given to the children.

The class teacher treats each child fairly and will enforce the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher will keep a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher will seek help and advice from the senior leadership team.

The senior leadership team liaises with external agencies, as necessary, to support and guide the progress of each child. The senior leadership team may, for example, discuss the needs of a child with the education social worker or Herts Integrated Support Service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour, or welfare of a child.

### The role of the senior leadership team

It is the responsibility of the senior leadership team, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the senior leadership team to ensure the health, safety and welfare of all children in the school.

The senior leadership team support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

### Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the behaviour policy.
- The school's key rules and routines.
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard.
- The pastoral support that is available to them to help them meet the behavioural standards.
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 7. 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 the policy

**7.1** It is a primary aim of our school to ensure every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

**7.2** The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

**7.3** The school expects every member of the school community to behave in a considerate way towards others.

**7.4** We treat all children fairly and apply this behaviour policy in a consistent way.

**7.5** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

**7.6** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter poor behaviour.

### Responding to misbehaviour from pupils with SEND

In addition to lessons which are well paced, where suitable learning challenges and removal of barriers to learning are evident, some children will need additional support.

Pupils experiencing Social, Emotional and Behavioural difficulties will be identified through the school's SEN (Special Educational Needs policy), and the school work to a staged intervention process to build support system around a child's needs.

The senior leadership team will work in a proactive manner and hold regular meetings for all classes, in order to review all pupils' progress in relation to their academic achievement and personal and emotional wellbeing.

The following strategies may be used to support pupils at risk of displaying behaviour that signals disengagement with learning and sustaining positive relationships with their peers:

- Early home/school contact and working in partnership with the pupil's family and other key professionals.
- The pupil's class teacher may set appropriate targets in discussion with the pupil and/or their family.
- Referral to other professionals as part of an intervention described on an Individual Educational or support plan.
- The pupil may move to additional support and receive extra one to one support from school staff or outside agencies through a support plan.
- The pupil may receive specific anger management/conflict avoidance sessions organised and delivered by trained staff/external consultant advisory support.
- Pupil may be involved in setting up a personalised flexible learning programme that meets his or her specific learning needs.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#)).
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#)).
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

### **Application of the Policy in Early Years**

In the Early Years, children are introduced to the Golden Rules. 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.

### **7. Rewards and sanctions**

We praise and reward children for good behaviour in a variety of ways:

- By displaying positive gestures and body language – attention, smiles, thumbs up etc.
- By giving positive feedback for achievement and effort.
- By using stamps to highlight good effort or attainment.
- Headteacher certificates for Star Learner are given out weekly during celebration assembly.

- Stickers are awarded to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Class DoJo Points awarded.
- Good manners certificate award at lunchtime.
- Letters or phone calls home to parents.
- Special responsibilities/privileges.

Rewards by Phase			
Early Years	KS1	LKS2	UKS2
Superstar/Happy Face /Thinking Face	Stickers	Stickers	Stickers
Class DoJo points from October half term	Happy Face /Thinking Face	Happy Face /Thinking Face	Happy Face /Thinking Face
Headteacher certificates	Good Choices Jar	Class DoJo points	Class DoJo points
	Class DoJo points	Headteacher certificates	Headteacher certificates
	Headteacher certificates		

**Della Allen Award:** A special Award is set up in cherished memory of special Headteacher Mrs Della Allen to inspire and motivate the children of Highwood to do their best and reach their full potential. Pupils are recognised for demonstrating values of Resilience, Respect, Cooperation, Gratitude and Integrity. Pupils who demonstrate these values consistently throughout the year will be nominated by the school team for the annual prestigious Della Allen Awards. The Governing Body will then make a decision in recognising the achievements of three pupils who will receive a certificate and trophy. These pupils can be of any year group/ age within the school.

## 7.1 Behaviour Management

**Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.**

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the pupil code of conduct or their own classroom rules.
- Develop a positive relationship with pupils, which may include greeting pupils in the morning/at the start of lessons.
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally.
- Highlighting and promoting good behaviour.
- Concluding the day positively and starting the next day afresh.
- Having a plan for dealing with low-level disruption.
- Using positive reinforcement.

## 7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate.
- Considered.
- Supportive.
- Decided on a case-by-case basis.

Sanctions for sexual harassment and violence may include:

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to: manage the incident internally. Refer to early help. Refer to children's social care. Report to the police.

### **Confiscation, searches, screening**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Please refer to our child protection for more information

### **7.3 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips).
- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- 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.
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### **Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## 7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection policy for more information on responding to allegations of abuse against staff or other pupils.

## 7.5 Physical restraint

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils.

Staff only intervene physically to restrain children to prevent injury to another child or adult, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.
- Incidents of physical restraint must:
  - Always be used as a last resort
  - Be applied using the minimum amount of force and for the minimum amount of time possible
  - Be used in a way that maintains the safety and dignity of all concerned
  - Never be used as a form of punishment

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand.
- Sending the pupil out of the class.
- Expecting work to be completed at home, or at break or lunchtime.
- Referring the pupil to a senior member of staff.
- Letters/Email or phone calls home to parents.
- Agreeing a behaviour contract
- Reporting incident on CPOMS.

### 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 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/ or having a restorative discussion with the member of staff on duty. Any such misbehaviours occurring during non- lesson times need to be logged on CPOMS.

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 will be referred to the senior leadership team member on duty.

In the event of a very serious incident, such as a racist, sexist, homophobic incident or physical incident, the pupil should be accompanied to the Headteacher or senior member of staff.

<b>Polite Reminder</b>
<b>Warning</b>
<b>Move Away</b> – sit on a bench, stay with an adult and have 5 minutes quiet time for reflection
<b>Move in</b> – child is escorted inside the school for further restorative discussion with a member of the senior leadership team

## Details of Sanction Procedures

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

If behaviour falls short of our expectations, staff should explain why the behaviour is unacceptable and outline the consequences of this. They should remind the child that they have the opportunity to change their behaviour by making the right choices.

In order to make the children value the system of dealing with inappropriate behaviour, it is vital that all children are treated fairly and have an opportunity to explain the situation from their point of view, before the adult makes any judgement.

It is our aim that in dealing with difficult behaviour, children and parents/carers feel supported at all times. Parents/carers are seen as partners, working with the school and their children, to achieve a common goal.

Children need to be guided to ensure they make the right choice. If a child makes the wrong choice they will receive a sanction depending on the severity of the incident. Poor behaviour will be addressed through a 'code' system.

We expect children to follow the school rules. A warning is given by the teacher before a child goes onto the code system. If the child does not correct his/her behaviour a **Code A** is given. This is logged on CPOMS.

**Code B** is given if the child continues to misbehave. The teacher will ask them either to move to a place nearer the teacher, or to sit on their own. The child will miss morning playtime by standing by the teacher on duty. This is logged on CPOMS and pupil has a meeting with their meet parent/carer present.

**Code C** means the child is sent to a different class for the whole lesson. The teacher will speak to the parent/carer explaining why their child received a Code C. The child will miss one playtime and lunchtime. This is logged onto CPOMS.

**Code D can be only given out by the Headteacher, or senior leadership team.**

The behaviour incident is logged on to CPOMS. Parents of the child are requested to discuss the Code D incident with the Senior Leader. The child will miss a breaktime or lunchtime. The child will take part in our Act of Kindness Service. This is where the pupil will be requested to help around the school and simultaneously reflect upon the school values of Respect, Empathy, Gratitude, Honesty, and Resilience. This will lead to a restorative meeting with a senior leader and with the child's parents.

**Code D** is given for very serious incidences and may result in suspension, off site direction or managed move depending on the seriousness of the incident. When the child returns to school there will be a reintegration meeting with parent and child to discuss reflection, consequences and restorative approaches.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child is disruptive in class, the teacher will guide them to rethink their actions. If a child misbehaves repeatedly, we will isolate the child from the rest of the class until he/she calms down and is in a position to work sensibly again with others.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another pupil or adult, the class teacher will record the incident and the child will receive a sanction. If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

## At Highwood Primary School we have a set of Golden Rules.

In Highwood Primary School we implement Golden Rules as advocated by Jenny Mosley. Our Golden Expectations are used as the guidelines for discussions with children about behaviour:



The class teacher will discuss the Golden Rules with each class. In addition to the school rules, each class also has its Wet play Rules, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour inside or outside of school, the class teacher will discuss these with the whole class.

### Juniper Room

Juniper is run by the SENCo/ Inclusion Lead. The room is used 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 in social situations. Members of the Inclusion Team provide intervention programmes and use protective consequences to assist children in the development of social skills.

### Monitoring and Recording incidents.

All adults should record details behaviour incidents on CPOMS.

Behaviour is monitored by the senior leadership team and Inclusion team who will discuss children's behaviour with the class teachers and lunchtime staff.

These records are monitored no less than half termly and reported to the Governing Body. Leaders meet with the parents of any child who has accrued a large number of behaviour incidents in any given period to discuss their child's behaviour and strategies to support the child in the future.

### Other Agencies

A referral to Chessbrook Behaviour Unit, Acorn Centre, 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.

# Individual Risk Management Plan

Name	DOB	Date	Review Date
------	-----	------	-------------

Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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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/ Lead.....Date .....

Signature of Parent / Carer.....Date .....

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

## Appendix 2

### STEPS strategies (including the use of limited 'good' choices) as outlined below in order to prevent escalation

#### 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)

- Acts of Kindness Service KS1: 30 minutes and KS2: 50 minutes
- The pupil will be given an act of Kindness Service. Possible activities could be:
- Support in the lunch hall
- Maintain the school library
- Litter picking around the school grounds
- School staff should not issue, where they know that doing so would compromise a child's safety.

#### **PROCEDURE TO FOLLOW IF GOLDEN RULES ARE BROKEN**

Levels of inappropriate pupil behaviour are divided into 4 categories known as codes.

EXAMPLE OF EACH CODE	STRATEGIES
<p><b>CODE A Low level disruption</b></p> <ul style="list-style-type: none"> <li>• Inappropriate swinging on chairs</li> <li>• Calling out inappropriately</li> <li>• Silly noises</li> <li>• Not listening</li> <li>• Interfering with peers</li> <li>• Talking in class whilst the teacher is talking</li> <li>• Wandering around the classroom</li> <li>• Not lining up quietly</li> <li>• Refusing to follow instructions</li> <li>• Graffiti on books, school property etc</li> </ul>	<p>Strategies developed within the classroom</p> <p>Example:</p> <p>Teaching through circle time, PSHE</p> <p>Peer support</p> <p>Personal charts, merits, Behaviour chart</p> <p>Restorative discussions to repair relationships</p> <p>Saying “ Please stop. This is a warning”</p> <p>Use of Traffic Light system, Use of ZoR</p> <p>Writing the child’s name on the board</p> <p>DoJo points removed</p> <p>Miss Playtime</p> <p>Telephone call or conversation held with parents, carers</p>
<p><b>CODE B Verbal Abuse</b></p> <ul style="list-style-type: none"> <li>• Repeating above after receiving Code A</li> <li>• Being unkind</li> <li>• Swearing</li> <li>• Defiance</li> <li>• Running in the corridor</li> <li>• Name calling</li> <li>• Unacceptable standard of work</li> <li>• Spitting</li> </ul>	<p>Strategies developed within the classroom, discussion with Progress Phase Leader</p> <p>Example:</p> <p>Evaluate strategies from Code A</p> <p>Restorative discussions to repair relationships</p> <p>Child is moved to sit elsewhere in the classroom</p> <p>Time out space created</p> <p>Child is sitting on their own</p> <p>Miss playtime or lunchtime</p> <p>DoJo points removed</p> <p>Meeting held with parents / carers</p>
<p><b>CODE C</b></p> <ul style="list-style-type: none"> <li>• Repeating above after receiving Code B</li> <li>• Safety is a concern</li> <li>• Ignoring adults</li> <li>• Answering back to an adult</li> <li>• Disrespect</li> <li>• Re -actional behaviour</li> <li>• Throwing food, stones, equipment</li> <li>• Unsafe behaviour – Individual risk management plan review</li> <li>• Not telling the truth</li> </ul>	<p>Strategies developed within the classroom, discussion with Progress Phase Leader and Assistant headteacher, Deputy Headteacher, SENCo or Welfare DSP Manager</p> <p>Example:</p> <p>Evaluate strategies from Code B</p> <p>Restorative discussions to repair relationships</p> <p>Child is sent to foster class for one session</p> <p>Removal of attendance of special events (e.g. trips/sports matches/sports clubs)</p> <p>DoJo points removed</p> <p>Meeting held with parents / carers</p>
<p><b>CODE D</b></p> <ul style="list-style-type: none"> <li>• Repeating above after receiving Code C</li> <li>• Safety is a concern</li> <li>• Stealing</li> <li>• Violent behaviour</li> <li>• Fighting, Physical attack</li> <li>• Damaging property</li> <li>• Hate Incidents</li> <li>• Bullying Peer on Peer Abuse</li> <li>• Racism</li> <li>• Abscond</li> </ul>	<p>Strategies developed with support of Progress Phase Leader, discussion Assistant Headteacher, Deputy Headteacher, SENCo, Welfare DSP Manager and Headteacher</p> <p>Example:</p> <p>Evaluate strategies from Code D</p> <p>Restorative discussions to repair relationships</p> <p>Team Around the Child Meeting</p> <p>DoJo points removed</p> <p>Meeting held with parents / carers</p> <p>Individual Behaviour Support Plan is devised to reflect upon triggers and implemented</p> <p>Lunchtime missed</p>
<p><b>This does not affect the right of the Headteacher to take immediate action in the case of any serious incident.</b></p>	

## Behaviour and Attitudes Monitoring Sheet Sample (for more challenging behaviour)

Every piece of work completed will be ticked by the class teacher.

The child will be seen by the Progress Phase Leader at the end of the day/ week.

This sheet will be signed at the end of the week by the parent/ carer.

**Parent/Carer will be notified, and an appropriate discussion will take place.**

<b>Name:</b>				
<b>Class:</b>				
<b>Target and how to achieve this</b>	e.g. To follow adult's instructions: give eye contact in a lesson to the teacher, show positive body language			
	<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>	<b>Session 4</b>
<b>Monday Date:</b>				
<b>Tuesday Date:</b>				
<b>Wednesday Date:</b>				
<b>Thursday Date:</b>				
<b>Friday Date:</b>				

Print name: \_\_\_\_\_

Signed (parent/carer) \_\_\_\_\_

## Behaviour and Attitudes Monitoring Sheet Sample

Action	Lessons					
	L1	L2	L3	L4	L5	L6
Arrived on time						
Arrived with equipment						
Followed instructions						
Completed task						
Looked at next steps						
Showed respect to the adults						
Showed respect to class mates						
Participated in class						
No shouting out						

Action	Lessons					
	L1	L2	L3	L4	L5	L6
Arrived on time						
Arrived with equipment						
Followed instructions						
Completed task						
Looked at next steps						
Showed respect to the adults						
Showed respect to class mates						
Participated in class						
No shouting out						

Action	Lessons					
	L1	L2	L3	L4	L5	L6
Arrived on time						
Arrived with equipment						
Followed instructions						
Completed task						
Looked at next steps						
Showed respect to the adults						
Showed respect to class mates						
Participated in class						
No shouting out						

- 1 - poor
- 2- satisfactory
- 3- good

**Highwood Primary School**  
**Pupil Behaviour Reflection Sheet**  
*Promoting Resilience – Achieving Potential*

You have been given reflection time to think about your behaviour and how to make better choices for the future.

Name of child: \_\_\_\_\_

Date Incident Happened \_\_\_\_\_

**Part One**

**What happened?**



**I was feeling ...**



**The school rule that I forgot was ...**

1	Do be gentle	Do not hurt anyone	
2	Do be kind and helpful	Do not hurt people's feelings	
3	Do work hard	Do not waste your or other people's time	
4	Do look after property	Do not waste or damage things	
5	Do listen to people	Do not interrupt	
6	Do be honest	Do not cover up the truth	

Part Two

How did this behaviour make others feel?



How can I fix things?



If I feel like this again I can:



Stop and think about the consequences before I act.



Ask an adult for time out.



Talk to an adult and share how I am feeling.



I could ...



# Highwood Primary School Expected Behaviours



## **Ready For School**

We arrive at school on time.

We come to school with the correct equipment.

We make sure that we are wearing the correct school uniform.

## **Caring Rule**

We are polite and well-mannered to everyone.

We care for each other as well as ourselves.

We care for our school and its property.

## **Safety Rule**

We listen to teachers, support teachers and helpers.

We stay in school until home time.

We use all equipment sensibly.

We are peace- makers at all times.

## **Learning Rule**

We settle down quietly to do our work.

We try our best at everything.

We help each other and are friendly to all our classmates.

We tidy up and put away all equipment.

## **Movement Rule**

We always walk quietly around the school so that we do not disturb other children.

We stay outside unless we are sent in by an adult or we need the toilet.

We line up when we are going to assembly.

We stop playing and line up when the bell rings or whistle blows at playtimes.

We do not leave the classroom without permission.

## **Lunchtimes and Wet Play**

We eat all our lunch sensibly.

We clear and clean up our food tray after we have eaten.

We keep our hands and feet to ourselves at all times.

We sit and play wet- play games in the classroom.

We help everyone have a happy lunchtime by demonstrating politeness at all times.

## **Expected Behaviour for Assembly**

We line up when told to do so.

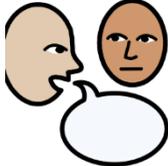
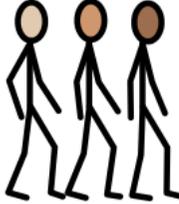
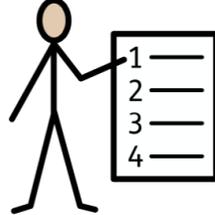
We walk quietly to the Hall.

We listen and think during assembly time.

## **In Highwood Primary School we implement Golden Rules as advocated by Jenny Mosley.**

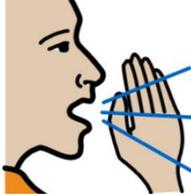
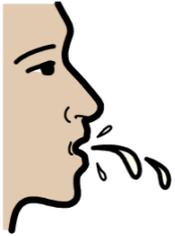
- Do be gentle, don't hurt anyone.
- Do be kind, don't hurt anyone's feelings.
- Do be honest, don't cover up the truth.
- Do work hard, don't waste time.
- Do look after property, don't waste or damage things.
- Do listen to others, don't interrupt.

# What is **disruptive** behaviour at Highwood Primary School?

CODE A							
<p><b>Calling Out.</b></p>  <p><b>Making silly noises</b></p>	<p><b>Not listening</b></p> 	<p><b>Talking whilst the class teacher is talking.</b></p> 	<p><b>Distracting other children in class.</b></p> 	<p><b>Wandering in the classroom</b></p> 	<p><b>Not lining up quietly</b></p> 	<p><b>Refusing to follow instructions</b></p> 	<p><b>Graffiti on books/ school property</b></p> 

What will happen? 1) A warning will be given. 2) Dojo points will be removed. 3) Miss play time. 4) Be put on a behaviour chart.

## CODE B

<p><b>Being unkind</b></p> 	<p><b>Pushing, moving equipment or furniture unnecessarily.</b></p> 	<p><b>Defiance</b></p> 	<p><b>Running in the corridor</b></p> 	<p><b>Name calling</b></p> 	<p><b>Unacceptable standard of work</b></p> 	<p><b>Spitting</b></p> 
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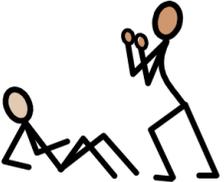
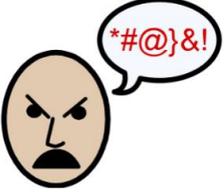
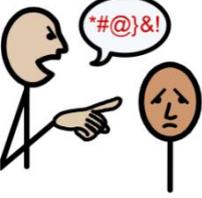
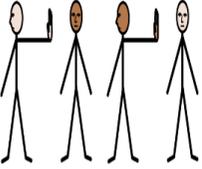
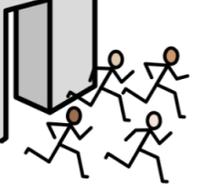
What will happen? 1) Time out in classroom/ moved to another place. 2) Dojo points will be removed. 3) Miss play time or lunch time. 4) My teacher will meet with my parents.

## CODE C

<p><b>Ignoring adults</b></p> 	<p><b>Answering back to an adult.</b></p> 	<p><b>Showing disrespect</b></p> 	<p><b>Throwing equipment, food, stones etc</b></p> 	<p><b>Not telling the truth</b></p> 	<p><b>Unsafe behaviour</b></p> 
---	---	---	--	---	--

What will happen? 1) Will be sent to another class. 2) Will not be allowed to attend special events/trips. 3) My teacher and phase leader will meet with my parents. 4) Dojo points will be removed.

## CODE D

<p><b>Unsafe behaviour</b></p> 	<p><b>Stealing</b></p> 	<p><b>Fighting</b></p> 	<p><b>Swearing</b></p> 	<p><b>Damaging property</b></p> 	<p><b>Hate Incidents</b></p> 	<p><b>Racism</b></p> 	<p><b>Absconding</b></p> 
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What will happen? 1) Individual behaviour plan. 2) Lunch time missed. 3) Mrs Rai, a senior leadership teacher and my class teacher will meet my parents 4) Dojo points will be removed.

## HIGHWOOD PRIMARY SCHOOL: HOME SCHOOL AGREEMENT

Expected Behaviours	T1	Parent/Teacher Comments	T2	Parent/Teacher Comments
Attends school regularly, and is punctual				
Wears correct school uniform				
Wears PE kit to school				
Brings equipment to school				
Support the policies for maintaining good behaviour and discipline. Example; Anti bullying, Anti Racist, Wrap around Policy				
<b>Follows the golden rules</b>				
➤ Do be gentle, don't hurt anyone.				
➤ Do be kind and helpful, don't hurt anyone's feelings.				
➤ Do be honest, don't cover up the truth.				
➤ Do work hard, don't waste time.				
➤ Do look after property, don't waste or damage things.				
➤ Do listen to others, don't interrupt.				
Regular use of Reading Record				
Brings Reading Book to school				
Completes set homework				
Work in partnership with the school to support my/our child's learning. Follow the school's <b>Code of Conduct for Parents</b> when speaking with all staff in school				
<b>Attend Parents' Consultation meetings</b> and discussions about my/our child's progress				
Only allow my child to use social media and IT games sites that are appropriate to their age. Ensure I am careful about what I write on social networking sites				

### The Home school Agreement must be signed each term

<b>Term 1/ Autumn</b> Signed and Dated: Parent/Carer _____	Signed and Dated: Teacher _____
<b>Term 2 / Spring</b> Signed and Dated: Parent/Carer _____	Signed and Dated: Teacher _____
<b>Term 3/ Summer</b> – Comments Reported in Annual Pupil Report	

