

Highfield CE Primary School

Behaviour Policy 2024



Approved by: The Governing Body

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Behaviour Policy

*Love the Lord your God with all your heart and with all your soul and with all your mind ...
love your neighbour as yourself. (Matt 22:37-39)*

Rationale:

At Highfield CE Primary School we are committed to establishing a safe and caring environment according to our Christian foundation, where the welfare and pastoral care of the pupils is given a high priority. We believe that children will learn and develop when they know that they are valued and respected equally by their peers, their teachers and all other adults working in the school. The underlying principle of this policy is to “observe the child doing something good” and praise them. It rests upon the high expectation that pupil behaviour in the school is exemplary.

The behaviour policy provides the mechanism for building this environment in a consistent manner through all the year groups in the school.

Aims:

Our aim is that through the implementation of this policy the school community should be able to recognise, understand, handle and appropriately express their emotions and know and understand what behaviour is expected and why. Unacceptable behaviour should not be allowed to impact on the well-being of others. All children and staff develop their Emotional Health and Wellbeing.

It is the responsibility of all staff to promote a positive emotional environment for children. A positive emotional environment is one that promotes emotional wellbeing and provides stability for the children according to their individual needs.

A good emotional environment will provide the children with:

- adults who will provide them with emotional support, understanding their feelings and showing empathy
- a sense of feeling safe and secure enabling them to learn and develop, giving them the confidence to explore and overcome any challenges they may face
- a safe place to explore their feelings, knowing they will be accepted by the adults around them and supported to develop how they express their feelings over a range of emotions, positive and negative
- warmth and a welcoming and accepting environment
- inclusivity, where everyone is valued, embracing all cultures, genders, ethnicity, language, religion, special educational needs and disabilities
- support to develop their independence and life skills.

A good emotional environment will “provide a secure base from which children grow into well-rounded, capable adults with robust mental health”. DfE (2009) Every Child Matters.

Why is it important?

A child’s social and emotional development is vital for their future if they are to achieve their full potential socially, academically and career-wise as an adult. With a positive emotional environment, children will flourish across all areas of their development as they will have a positive disposition to learning, learn to share and work co-operatively with others, be well behaved and learn to become independent. They will be better able to deal with major transitions in their life, for example starting school, Year 6 to year 7, etc. **We believe that a positive emotional environment has a strong impact on pupil’s behaviour if they feel safe and secure with positive relationships with staff.**

A child who has a poor emotional environment may struggle to develop positive relationships with their peers, fall behind academically and risk later involvement in crime. They may also develop physical health and mental health issues in their adult life. They are unlikely to reach their full potential.

Responsibilities:

It is the responsibility of all to treat everybody with courtesy and respect.

Staff:

- Ensure that all children clearly understand our golden goals of ready, respectful and safe.
- Ensure that they foster a positive emotional environment in their class by having an emotions area
- Ensure that the reason for a rule is understood by all
- Be consistent in rewards and restorative justice
- Communicate with parents as appropriate
- Act as a good role model
- Ensure behaviour of all children in and beyond their own class is to the highest standard

Parents:

- Encourage their children to respect and follow the golden goals
- Follow-up communication and concerns from school
- Keep staff informed of developments that could affect the behaviour of their children
- Communicate with staff if they have a concern about their child's behaviour in school
- Are expected to support the implementation of the behaviour policy

Children:

- All children will follow the Golden Goals

Golden Goals

- **BE READY**
- **BE RESPECTFUL**
- **BE SAFE**

Governors:

- Know the "Golden Goals"
- Ensure that standards of behaviour are monitored
- Support the school in the implementation of the policy
- Respond to any complaints, as per the complaints policy and are informed of any exclusions

Details:

The policy defines the following in two sections:

- a) Appropriate behaviour
- b) Unacceptable behaviour

a) Appropriate behaviour:

Behaviour does not just occur in lessons, it is part on how children and adults regulate their feelings in all situations in school. We expect children's behaviour to align with the golden goals and our school values – respect, peace and courage.

At Highfield we recognise that good behaviour does not just refer to achievement in lessons.

Procedures for rewarding exemplary behaviour:

- Praise and encouragement in lessons and around the school is used by all members of staff

- Exemplary behaviour, effort and academic achievements should all be rewarded as appropriate by teachers and recognised in whole department assemblies
- Children should be rewarded by sharing good examples of learning and conduct with Head, DHT or department leader
- Specific, positive comments are entered on written work as appropriate
- Examples of named children's work on display around the school
- Children are encouraged to bring to school awards and certificates gained outside school to be awarded in assemblies
- Children who have gained musical or dancing awards to be encouraged to perform in assemblies

Infant Department:

- All children have an individual sticker card. Larger stickers that will not fit on the line go on the back and a stamp or mark is made inside;
 - When pupils achieve a line of stickers in their chart, the teacher will initial the final box and the child will be rewarded with a certificate.
 - Every class has a sun where children start the day;
 - If they have worked or behaved exceptionally well their name is moved to the rainbow. Children who are on the rainbow receive a larger sticker to wear home and a small sticker which they put in their reward card. The stickers may be awarded immediately or at the end of the day;
 - Each class collects class points (given in Assembly or for lining up etc.). Class teachers decide on the end of week or 1/2 termly reward to celebrate the children's achievements;
 - Each class also has a 'Super Celebrations' box where children or parents have the opportunity to add notes etc detailing individual achievements at home, e.g. ride a bike independently/ swimming/ reading/ etc.
- Additionally, class teachers may use stamps, certificates, email, written comments on labels to recognise good work or behaviour.

Junior Department:

Superstars boards:

- Each classroom has a boards labelled: **House Points**
 - Children can be moved onto house points if they are awarded one and add their house points to the tally.
 - If a child is put on '**House Points**' then they will be awarded with a sticker which they can talk about with their parents
 - If a child behaves poorly and not following the golden goals, they will receive a warning and then go on stop and think. Stop and think will be in a book/ record sheet so the teacher can record how many times a child has been put on stop and think.
 - If a child goes on stop and think then they will take home a red slip, indicating that they have not been following the golden goals. This is to be shared with parents.
- Additionally, class teachers may use stamps, certificates, written comments, email, labels to recognise good work or behaviour.

Reward assemblies:

Both Departments

- Celebration assemblies take place weekly, on a Friday.
- 2 children are chosen by the class teacher to receive a gold leaf for a range of exemplary behaviours e.g. exemplifying Christian values, BLP, kindness, super effort etc. These are displayed on a Praise Tree.
- Children who receive a leaf will take home either a sticker (infants) or certificate (juniors) to celebrate with their adults at home.

- In the update, on a weekly basis, the children who achieve a leaf are mentioned and celebrated to the community.
- Certificates of outside school achievement can be shared and celebrated
- House points are given to children when they make good choices so they can accumulate points for their team. We announce weekly the team with the most points in our celebration worship on a Friday.

b) Unacceptable behaviour

- Where children have behaved in an unacceptable way they need to learn what was wrong about their actions.
- An entire class shall not be punished for the misdemeanours of a few.
- The school expects to receive the support of parents where there are serious incidents or persistently bad behaviour from a child. Such incidents may require outside agencies to be contacted, or suspension or exclusion procedures to be implemented. This may occur with or without parental agreement, although parents will always be informed should such serious incidents occur.

Infant Department:

Every class has a dark cloud displayed beneath the rainbow and sun. In the event of unacceptable behaviour, the children are moved onto the clouds according to the procedures outlined in **Appendix (ii)**. Children should be given a fresh start following a period of reflection and restoration. However, a teacher can move the child off the **cloud** as a means of celebrating a change in performance or attitude. A child who has a sanction outstanding from the day before will return to the **sunshine** but the teacher will ensure that the sanction is applied at the first opportunity.

Reflection sheets may be used in both departments for any pupils who reach level 3.

My Reflection Time

At Highfield CE Primary school we expect everyone to follow our golden goals

Be Safe

Be Ready

Be Respectful

On (date) _____ at (time) _____, you chose not to show (circle)

Safe

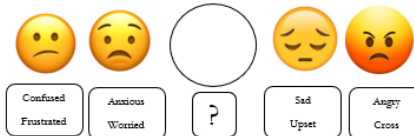
Ready

Respectful

When you _____

How did you feel?

What happened? Why?



How can we help you?

Name:
Class:
Date:

How do you think others felt?

What can you do next time?

SLT signature

The reflection sheet is to be scanned into CPOMS and taken home with the child, to be shared with parents.

Junior Department:

In the event of unacceptable behaviour, the children are moved onto the **Stop and Think** book which is privately kept with the teacher. This may be a book or a record sheet. According to the procedures outlined in Appendix (ii) A child who has been on the stop and think board will have a fresh start every

day. However, a teacher can move the child off the **Stop and Think** book as a means of celebrating a change in performance or attitude. Teachers will send home the red slip to inform parents.

When a teacher decides that behaviour or work continues to be unsatisfactory in the classroom, and the child is in the **Stop and Think** book, the child may have a time out session within the class, in another classroom under the supervision of an adult or with a member of the SLT.

Lunchtime:

High standards of behaviour are expected at lunchtime and MSAs are expected to follow the behaviour policy. The senior Lunchtime supervisor will be responsible for the implementation of sanctions as set out in **Appendix (ii)**

The appendix contains level descriptors for unacceptable behaviour (i); the procedures that should be followed when dealing with this kind of behaviour (ii); copies of behaviour log sheets (iii) and (iv);

Restraint

The school adopts the ‘Physical intervention Guidelines for schools (with reference to **“Use of Reasonable Force - Advice for head teachers, staff and governing bodies”**, published by the Department for Education in July 2013.) Restraint is a last resort and should only be used after alternative calming strategies have failed to deescalate the situation.

The following categories would be considered legitimate situations in which to consider using restrictive physical intervention as a response:

- committing a criminal offence
- when there is risk of injury to self and/or others
- when there is risk of significant damage to property
- when a young person is behaving in a way that is compromising good order and discipline.

SEND pupils:

We believe that challenging behaviour is most often the result of an unmet need, or a difficulty in communicating that need to others. We are aware that some of our pupils experience sensory issues and may find particular environments and experiences over-stimulating, frightening or uncomfortable. Adults and peers can be sources of unpredictable actions and sensory sensations; transitions and demands which interrupt routines and repetitive activities (which a pupil may rely on to give a sense of order and predictability to their day) can provoke anxieties which may be communicated to others through behaviours which are challenging in their nature.

Where pupils have already been identified as needing a behaviour management plan as part of their special educational needs, adapted sanctions and rewards will be put in place by the SENCO in consultation with the class teacher, pupil and parents to match individual behavioural targets.

Equal Opportunities:

This policy requires that all members of the school community feel valued and cared for, irrespective of age, gender, ability, religion or race.

Other Relevant School Policies:

Values Policy, RSHE, Child Protection, Home School Agreement

Appendix (i): Level Descriptors

All applications of the disciplinary policy level descriptors are taken bearing in mind the context of the action/incident. Past behaviour will be taken into consideration.

Level 1:

- unwanted or inappropriate calling out in class/hall
- not listening to the adult's instructions
- inappropriate chattering
- fiddling with things
- work avoidance strategies
- distracting others
- not sitting on chairs properly
- making a mess/not clearing up
- minor damage to property (e.g. defacing work book)
- writing and passing notes in class
- boisterous play not intended to harm
- running in school
- leaving the room without permission

Level 2:

- persistent level 1 behaviour
- spitting (spitting at others is level 3)
- swearing
- challenging or answering back to staff
- throwing or flicking small items such as rubbers and pencils (intention to cause harm is Level 3)
- pushing and shoving dangerously
- name calling
- inciting others to misbehave
- persistent interruption of an adult
- interfering with the property of others
- minor deliberate damage of property, e.g. breaking a pencil, lunch box
- inappropriate gestures
- being out of bounds within school

Level 3:

- inappropriate physical contact, e.g. poking, hitting, kicking, blowing
- physical or verbal threats
- leaving the classroom without permission, not returning, but staying outside
- highly offensive language
- proven theft
- deliberately not telling the truth or for avoiding responsibility for own actions
- deliberately searching for inappropriate websites
- intentionally throwing objects to cause harm to people or property
- deliberate damage or vandalism
- spitting at others

Level 4:

- bullying (wilful and conscious desire to hurt, threaten or frighten)
- using words or actions intended to offend a protected characteristic e.g. race, religion, age, gender
- words or actions which make a person feel frightened, humiliated or ridiculed
- actual violence towards staff or children
- online abuse
- child on child abuse including sexual language, behaviour, physical, financial or coercive control
- bringing dangerous items into school
- bringing prohibited substances/weapons into school

Appendix (ii)**Procedures for teachers/teaching assistants managing unacceptable behaviour:**

Behaviour	Suggested Action:	Evidence	Monitoring
Level 1	<i>Fresh start each day</i>		
	1. Reminder of expectations (Yr 5/6 yellow card) 2. Last chance (using micro-scripts)(Yr 5/6 red card) 3. A Reflection time immediately (3 mins) – linked to stop and think/ cloud B Restorative conversation	Teacher to monitor frequency of level 1 behaviour and escalate as needed.	
Level 2	<i>Fresh start each day</i>		
	1a. Name put on the cloud/ stop and think and reminder of expectations (Yr 5/6 Stop and Think card) 1b. Reflection time immediately (3 mins) – linked to stop and think/ cloud 1c. Restorative conversation with a member of SLT and incident logged on CPOMS . 2. If level 2 behaviour continues, refer to level 3.	Class teacher's behaviour log	Key stage co-ordinator informed. Parents informed if there is a pattern evolving.
Level 3	<i>Fresh start after each sanction</i>		
	1a. Key stage co-ordinator or Deputy/Head informed 1b. They will decide upon the sanction. 1c. Parents will be informed	Class teacher's behaviour log book, plus detailed record of incident (ABC)	SLT to be informed of all incidents Parents involved with restorative justice
Level 4	<i>Fresh start after each sanction</i>		
	1. H/DHT to decide on internal/ fixed term or permanent exclusion. This could include missing an activity such as a non-paid sporting event. This is at the discretion of the headteacher dependent on the context.	Class teacher's behaviour log book, plus detailed record of incident	SLT and Governors to be informed of all incidents Parents called in for a meeting Child has a meeting before returning to school with HT or DHT

Teachers have the autonomy to implement whole class behaviour strategies for the context of their class. However, this should not supersede the whole school behaviour systems.



Appendix (iv): Class Behaviour Log

Name: _____

Date and time	Location	Antecedent What happened before that may have triggered the behaviour?	Behaviour Specific actions	Consequence What happened as a result of the behaviour?
8.9.21 14.45	Playground	Group of around 10 children playing football	Child A (insert name) called child B (insert name) an 'idiot' and pushed him.	Child B fell backwards. Child A ran away. Class teacher (add name) had restorative conversation with child A. Child A decided to write a letter of apology to child B and reassured him that it wouldn't happen again and was sorry. Child A identified their feeling (based on zones of regulation) and thought of strategies to try and calm down next time by walking away next time they feeling angry.



Highfield
C.E Primary School

BEHAVIOUR BLUEPRINT

Adult Behaviour

Consistent, calm and fair
Daily meet and greet at the door
Give first attention to best conduct
Recognise 'over and above'
Refer to 3 school rules and 3 school values

Relentless Routines

Lovely Lines
Wonderful Walking
Mealtime Manners

Over and Above recognition

We look for children who:
Put others first (Values)
Stick at something (BLP)
Show good manners (Citizenship)

We recognise these by:
Praise
Phone call home
Recognition display
Positive note home
Email home
Celebration assembly
Visit to another staff member

3 Golden Goals

Be Ready
Be Respectful
Be Safe

3 School Values

Peace
Respect
Courage

We believe in giving every child support and respect.
We believe that all behaviour is communication, so every effort is made to understand it. Consequences begin with a conversation that aim to support and improve a child's behaviour. All responses to unwanted behaviour should be immediate, appropriate and consistent.

Stepped Sanctions in private

Numerous drive bys to have taken place before stepped sanctions
Reminder of expectations
Warning
Last chance (using microscripts)
Reflection time immediately (3 mins) – linked to stop and think/ cloud
Restorative Conversation

Serious Breaches

Intentional physical aggression to adults or peers
Prejudice
Bullying
Damage to property

Microscripts

I've noticed that you ... You know the school expectation is to be ... *[reminder of rule]*... Last week, I really liked it when you *[add a positive memory]* ... and that's the ... we want to see. Thank you for listening.
Now you've chosen/ if you continue to show that behaviour you will have to go for time out to reflect for ... minutes

Restorative Questions

What **happened?**
What were you **thinking** and **feeling** at the time? Who was **affected** by the actions?
How did it make them **feel?**
What **needs to be done** to make things right?
How can you **do things differently** in the future?