



BEHAVIOUR FOR LEARNING POLICY

Reviewed: July 2019
Next review: July 2020

Statement of principles

As a nurturing school we ensure unconditional and positive regard is given to all pupils in the school. We recognise the need for consistency of approach and clear boundaries and that pupils need to be treated as individuals. We acknowledge that personal relationships matter and that the behaviour that the school wants to promote is modelled by all staff. Rules and routines are explained with reasons. The school's 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 in which everyone feels happy, safe and secure.

“I am the decisive element in the school. It is my approach that creates the climate. It is my daily mood that makes the weather. As a member of this school community, I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humble or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be exacerbated or de-escalated – a child humanised or de-humanised!”

Context

This policy should be read in conjunction with those policies listed below:

- Health and Safety Policy
- Safeguarding policy
- Attendance policy
- Single equalities policy
- Teaching and Learning Policy
- Anti-Bullying Policy
- Home-school Agreement
- Special Educational Needs Policy
- Quiet Room Policy

Aims

At Highfield, we have developed this policy to:

- Promote fairness in the treatment of individuals, regardless of race, gender, pupils with learning difficulties and/or disabilities.
- Provide a clear framework so that behaviour management is consistent throughout the school.
- Promote good behaviour as part of the entitlement of all pupils to the school's curriculum.

Our aims are to:

- Ensure the well-being of all staff and pupils.
- Ensure individuals are treated with respect.
- Promote equal opportunities in learning and personal development.
- Foster a sense of responsibility among pupils.
- Provide opportunities for collaboration and teamwork between staff and pupils.
- Create a learning environment, which enables pupils to make choices and learn from them.
- Give pupils confidence in themselves and pride in their achievements.
- Ensure that all pupils have an entitlement to learn in a positive environment.
- Develop inclusive practices that meet the needs of individuals as well as the school as a whole.
- Teach strategies to manage their own behaviour.

Classroom Management

Strategies for promoting positive behaviour

- Plan for good behaviour – use positive comments to try and get children to modify their behaviour.
- Discuss rules, routines and responsibilities.
- Separate the behaviour from the child. For example, “I like you, but not what you are doing.”
- Use the language of choice. Inform them what the consequences will be.
- Distraction
- Tactical ignoring/proximity praise.
- Pause between name and instruction.
- Keep the focus on the behaviour and ignore the child's reaction to your discipline.
- Build trust and rapport.
- Model the behaviour you want to see.
- Always follow-up issues that count.
- Work to repair and restore relationships.
- Avoid conflict and an audience. (Quiet word). Get down to their level.
- Keep calm and be consistent with all children, avoid raising your voice. A raised voice should only be used to attract attention.
- When children are acting inappropriately tell them what they are doing rather than questioning.
- Humour

Rules

Each classroom and the hall have a displayed set of school rules, written in consultation with the pupils which will be referred to regularly:

- We work hard, try our best and have a growth mindset.
- We think about and respect others.
- We are truthful and honest.

In addition to these rules there are other whole school expectations to help keep the children safe and healthy:

- Personal possessions must not be brought to school unless requested by the class teacher.
- Only snacks purchased from school or fruit brought in from home can be eaten during breaks.
- No jewellery is permitted in school except inexpensive watches.
- Long hair should be tied up and no extreme haircuts or unnatural colours are permitted
- No child is allowed to leave the school premises during school hours unless notification is given from and they are accompanied by an adult.
- Children must not arrive at school before 8.45am
- We wear school uniform including black school shoes.

Each class will also create class rules in September. These will be displayed in class and reviewed half-termly.

Organisation

Low Level Disruption

- Provide a variety of prompts for expected behaviour including non-verbal cues: ignoring, proximity praise.
- Traffic Light system - Each child starts the day in Green.
- Children who display exceptional effort/behaviour/work should be moved to the Gold standard.
- They should be moved onto amber as a warning if they disrupt learning. Before moving a child on to amber, they will be given a choice.
- If poor behavior continues they will be moved to red. (again after being given a choice)
- Should the child's behaviour improve during any of the above stages then they can move back down the traffic lights. Teachers should inform the child what they need to do to move back.
- When a child goes onto red it should be recorded and the child moved back to green.
- If a child is on a red for a second time on that day, they will miss all their afternoon playtime and move onto step 1. Parents will be informed by the class teacher. (see appendix 1)
- A child's position on the system should be recorded daily to inform class teachers about weekly behaviour when allocating activities for Golden Time. (see app 4).
- Children who finish the day on green receive 10 minutes of golden time per day and will receive first choice of activities during Golden Time. Those that end the day on amber, also receive Golden time but will have a lesser choice of activities.
- Children who have 3 reds in a week or have payback on 3 consecutive weeks, will be placed on step 2 and Key Stage Leaders will inform parents. (see app 1)

Serious Incidents (see appendix 1 for greater details)

An incident will be deemed serious for the following:

- Any serious physical aggression towards another person intended to cause deliberate harm (punching, biting, kicking, strangling)
- Bullying
- Racist or homophobic name calling towards another pupil, their family or a member of staff
- Deliberately damaging property
- Stealing
- Absconding from school

Consequences

Step 3 - Serious

Meeting between parents and Deputy Head

Restorative justice

IBP

On report for 2 weeks

Step 4 – very serious

Meeting between parents and HT

Possible managed transfer/internal exclusion/lunchtime exclusion

On report for 3 weeks

Step 5 – extreme

Meeting between parents and head

Possible fixed term exclusion/further managed transfer/lunchtime exclusion

On report for 4 weeks

Restorative approach

When an incident has occurred where a child has behaved inappropriately the school has adopted a Restorative Approach to help solve the problem. This will help children to take responsibility for their actions, whilst also making them aware of how their behaviour has affected other people. The school adopts a Restorative Approach to questioning.

- What happened/ what's happening?
- What were you thinking/ feeling at the time?
- What do you feel / think now?
- How have you and others been affected?
- What do you need?
- What do you need to do to put it right?

Record keeping

For any serious incidents, a record must be logged on CPOMS and the SLT alerted. A senior leader will note the step, on which the incident places the child, as an action. ABC charts may also be used as a way of logging repeated medium level incidents. These should periodically be handed to the headteacher to upload to CPOMS.

Rewards

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

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

- Praise
- Gems leading to a party for the winning team each term
- Class reward for most gems
- Learner of the week (for work)
- Star of the week (for observed behaviours linked to our whole school theme)
- Stickers
- Effort chart leading to a prize from the headteacher on completion
- Shining Stars – awarded half termly to a child who constantly displays excellent behaviour. They will receive a badge, prize and a special trip at the end of the year.

Golden Time

- Golden Time will take place each week on a Friday between 2:15 and 2:55 and will include the whole school
- There will be a choice of weekly activities that are motivating and appealing to the children
- Pupils will have a say in the activities on offer through regular reviews in circle time.
- Children who remain on green will have first choice of activities to reward their good behaviour.
- There will be a scoring system in order to allocate activities. On the gold star at the end of the day – 5 points, stayed on green all day– 3 points; back on green after being on amber – 2 points; amber – 1 point; red – 0 points. Those children with the most points will have first choice.

Sanctions

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.

The sanctions are outlined in the organisation section of this policy but in addition there maybe:

- Withdrawal from playtime to complete work, which will be supervised by a teacher in the classroom.
- Where a problem remains severe and recurring and there is a daily risk to children and staff within the school, then the Headteacher will consider the implementation of fixed period and/or permanent exclusion.

We do not use curriculum withdrawal as a sanction i.e. missing PE because of behaviour.

Lines are not given.

Sanctions – conduct outside the school gates

Where behaviour is inappropriate when a pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing the school uniform
- In some other way identifiable as a pupil at the school.

Or where the above does not apply but the inappropriate behaviour:

- 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.

The same principles and sanctions that are outlined for the management of behaviour in school will be applied in accordance with the severity of the behaviour.

Detention

Whilst this school does not use a formal system of detention, in following through with logical consequences pupils may well miss **part** of a playtime or lunchtime. Parental consent is not required in these circumstances but staff will act reasonably given consideration for time to eat, drink and use the toilet. Detentions out of school hours will not be used.

The same principles and sanctions that are outlined for the management of behaviour in school will be applied in accordance with the severity of the behaviour.

Exclusion

It may be necessary to exclude a child from Highfield Primary School although we firmly believe that this should only be carried out if all other sanctions have failed. A child who may be in danger of being excluded will already have been identified by the school and will have their own plan.

The decision to exclude is taken by the headteacher and this may be for a fixed term or permanent exclusion. The headteacher will take into account the circumstances, evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Criminal law:

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act

2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

Preventing bullying

Bullying is unacceptable at Highfield Primary School and is treated very seriously by all members of staff. If we discover that an act of bullying or intimidation has taken place, we 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.

In order to prevent bullying and deal with any incidents of bullying, we employ a range of strategies

- Use of SEAL during PSHE
- Circle Time
- Assemblies
- Monitoring areas within the school building i.e toilets, cloakrooms etc
- Monitoring of playground by staff on duty and the headteacher.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item and the behaviour policy should set this out.

2. Power to search without consent for 'prohibited items' including:

- a) Knives and weapons
- b) Alcohol
- c) Illegal drugs
- d) Stolen items
- e) Tobacco and cigarette papers
- f) Pornographic images
- g) Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- h) Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

Power to use reasonable force

In our school we do **not** have a “no contact” policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

School staff have a legal power to use reasonable force. Force is usually used either to control or restrain but never as a punishment. All staff will be provided with training to support their understanding of reasonable force.

If reasonable force is used a record should be uploaded to CPOMS as soon as possible. If the Quiet room is used an observation form will be completed and handed to the Headteacher. This can be used as an alternative to CPOMS

Roles and responsibilities

The role of the class teacher

- It is the responsibility of class teachers to ensure that the school rules and classroom rules are enforced and that children behave in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly, showing respect and understanding of individuals. If a child misbehaves repeatedly in class, the class teacher keeps 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 seeks help and advice from the Learning Mentor or headteacher.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.
- The class teacher reports to parents and carers 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. Behaviour procedures may follow between school and parents. For example – home school diary.

The role of the headteacher

- It is the responsibility of the headteacher, 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 headteacher to ensure the health, safety and welfare of all children in the school.
- The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The headteacher keeps records of all reported serious incidents
- The headteacher has the responsibility for giving fixed period exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents and carers

- The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and we expect parents and carers to read them and support them.
- We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home–school agreement.
- We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- The governors support the headteacher in adhering to these guidelines. The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

School Support Systems

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need and/or disability. This is in accordance with the SEN code of practice. We recognise that a child with social, emotional and behaviour difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs.

Where this is the case, a child will be identified on our school SEN list. An individual behaviour plan will be established in consultation with the child and his/her parent. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to our learning mentor and/or referral to an appropriate outside agency. It may also be appropriate to help other children in school understand what they can do to support this particular pupil.

Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy.

We fully recognise the need to ensure that staff access appropriate training and pastoral support to help them manage pupils who present with challenging behaviour. This includes following allegations as a result of reasonable force.

Consultation, monitoring and evaluation

Our school is a community of Governors, teachers, teaching assistants, dinner ladies, parents, pupils and other adults. It is the function of this school community, through a system of relationships, rules, rewards and sanctions to encourage and develop self-discipline within our children.

Our policy has been developed in consultation with the school community. It will be monitored in accordance with the school's annual cycle of monitoring and evaluations shared with the governing body through the headteacher's report and school record of self evaluation.

The policy will be reviewed annually with all staff at the start of each academic year with mid-year reviews where monitoring indicates that this is required.

Following the annual review of the policy, parents will be advised on any adaptations or changes through the school newsletter. The school newsletter and website will also be utilised to ensure the principles of the behaviour policy remain high profile for the whole school community.

Complaints procedure

This section should be read in conjunction with the school's complaint procedure. A full copy is available from the school office.

In respect of this particularly policy it should be noted that:

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff

BEHAVIOUR MANAGEMENT STEPS

STEP 1 Low level	STEP 2 Consistent low level	STEP 3 Serious	STEP 4 Very serious	STEP 5 Extreme
Inappropriate behaviours	Inappropriate behaviours	Inappropriate behaviours	Inappropriate behaviours	Inappropriate behaviours
<ul style="list-style-type: none"> Talking out of turn/Shouting out Name calling Being rude/bad language Low level disruption Sulking Not following instructions Lying Provoking others 	<ul style="list-style-type: none"> As for STEP 1 3 or more time outs in a week Time outs for 3 consecutive weeks 	<ul style="list-style-type: none"> Aggression towards others Hitting Kicking Abuse of property/furniture Absconding from school 	<ul style="list-style-type: none"> Repeated STEP3 behaviour Racial abuse Bullying Stealing Vandalism Persistently absconding from school Physical abuse of staff 	<ul style="list-style-type: none"> Persistent STEP 3 or 4 behaviours Non-engagement of parents/carers
Actions	Actions	Actions	Actions	Actions
<ul style="list-style-type: none"> Child receives time out that day Child does not earn Golden time that day Parents informed by class teacher either in person or by phone call 	<ul style="list-style-type: none"> Child set a target/reward with timescale Parents informed by Key Stage Leader either in person or by phone call 	<ul style="list-style-type: none"> Timetabled support from Learning Mentor/school staff to address any anger management issues etc Parents meet with Deputy Head IBP put in place if appropriate Child set a target/reward with timescale 	<ul style="list-style-type: none"> Continued intensive support from Learning Mentor/school staff Parents meet with Head Teacher Behaviour contract drawn up Managed transfer to another school Internal exclusion Lunchtime exclusion 	<ul style="list-style-type: none"> Restorative justice meeting involving parents, children and Headteacher Behaviour contract reviewed Second managed transfer Further internal exclusion Fixed term exclusion Permanent exclusion
Timescale	Timescale	Timescale	Timescale	Timescale
If inappropriate behaviour continues: Move to step 2	If inappropriate behaviour continues: Move to step 3	If inappropriate behaviour continues: Move to step 4	If inappropriate behaviour continues: Move to step 5	
	Child on report (green) for a period of 1 week. Whilst on report children will not be able to attend after school clubs, discos, parties, etc.	Child on report (yellow) for a period of 2 weeks. Whilst on report children will not be able to attend after school clubs, discos, parties, etc.	Child on report (orange) for a period of 3 weeks. Whilst on report children will not be able to attend after school clubs, discos, parties etc.	Child on report (red) for a period of 4 weeks. Whilst on report children will not be able to attend after school clubs, disco's parties, etc

