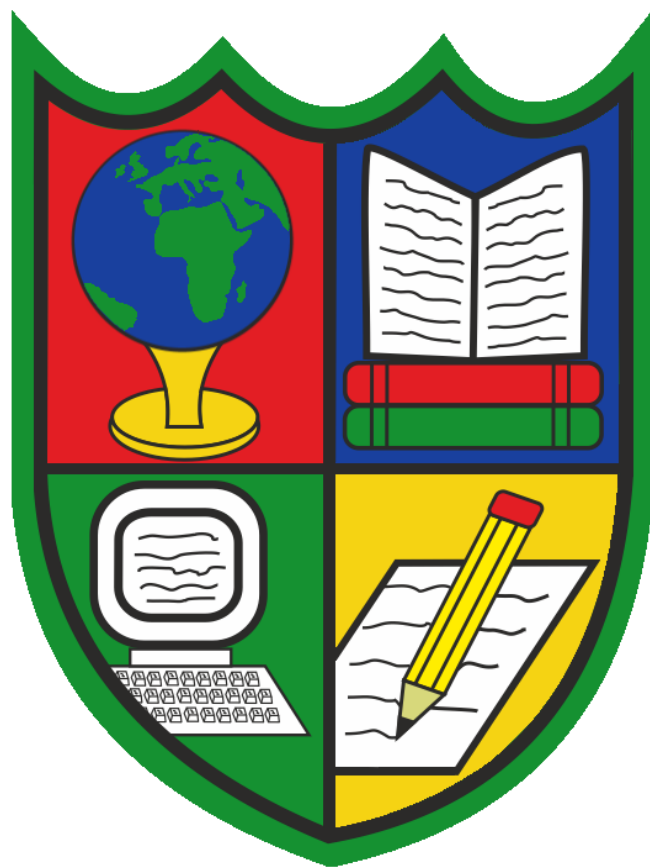


Highfield Primary School



Behaviour Policy

September 2021

Aims

- To provide a whole school behaviour policy that is supported and followed by the whole school community. The policy enables parents, teachers, children and governors to experience a sense of community and shared values.
- To create a caring, family atmosphere in which positive policies enable teaching and learning to take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This promotes responsible behaviour, encourages self-discipline and teaches individuals to have respect for themselves, other people and property.
- To encourage good behaviour.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour

These aims reflect the school's intent statement:

Our aim is to provide our children with an engaging, creative and enjoyable curriculum that equips them for today and tomorrow.

At Highfield Primary our curriculum has been designed to meet the diverse needs of all the children in our school community through:

- Investigation and enquiry using first hand experiences underpinned by knowledge, skills and vocabulary.
- Building on prior knowledge.
- Provide the children with social and emotional skills to become good citizens.

At Highfield we believe that 'happy children learn well.' Child and adult wellbeing is at the heart of everything we do. We are a family.

We use our Highfield values (Ready, Respectful and Safe) to promote positive behaviours and attitudes to learning.

We equip our children with a thirst for new knowledge and experiences, with the drive and enthusiasm to become lifelong learners.

Our Growth Mindset approach instils resilience, perseverance, self-worth and an ability to learn from our mistakes.

Community involvement is an integral part of our curriculum, welcoming families and visitors to facilitate learning new skills and sharing experiences.

Children leave our school with a sense of belonging to a tightly knit community. They have the confidence and skills to make good choices and friendships.

Mental Health and Behaviour in School

At Highfield we recognise that children with mental health and well-being issues may show this through non-appropriate behaviours, especially with SEND children who find it difficult to communicate how they are feeling or what they are going through. They may become withdrawn, anxious, disruptive, depressed etc and it is important that we recognise these changes in behaviour or where behaviours appear to escalate quickly and ensure that appropriate support is identified and implemented. This may be through internal support by our staff or by accessing external support such as Aspire Behaviour Support, CAMHS, Bolton Wanderers Mentoring, Bolton Lads and Girls Club Mentoring, Youth Offending Team, iThrive support, Targeted Youth Support etc.

[Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/mental-health-and-behaviour-in-schools)

Ready, Respectful, Safe

At Highfield we are **Learning and Growing together** in order to nurture and inspire each and every student in our community to fulfil their academic and personal ambitions by delivering outstanding education with commitment and passion.

In order to fulfil our mission, we expect our students to be **Ready, Respectful and Safe**. These form the basis to our school rules:

Be Ready To listen and learn by:

- Having good attendance
- Being on time for every lesson
- Being prepared for every lesson
- Being in full school uniform or following the school dress code

Be Respectful

Treat others the way you want to be treated by:

- Following all instructions diligently when requested
- Listening to what other people say and speaking politely to others
- Taking care of each other, the buildings and all equipment

Be Safe

Make good choices by:

- Following all rules to keep yourself and others safe
- Being in control of your actions and doing the right thing
- Owning up to mistakes and making them right. If you are wrong, then own up, apologize and move on!

Both staff and pupils expect Ready, Respectful, Safe to be taken seriously by all members of the school community so that the safety and personal well being of everyone remains uppermost in our thoughts and actions. The following statements support this: -

- All members of the school community are expected to be courteous towards one another.
- Individuals (both children and adults) are encouraged to respect the views and opinions of others and to respect their own and other people's property, including school books and equipment.
- Children are expected to be well behaved, well mannered and attentive in class.
- Physical violence and threatening behaviour are not acceptable. Children should not bring to school sharp or dangerous items, including laser pens.
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter. Pupils should not retaliate against aggressive acts or intimidation, but should immediately seek help from a member of staff. (Refer to Anti-Bullying policy)
- Foul, racist or abusive language is not tolerated.
- The school expects good attendance and punctuality.
- Children are expected to wear school colours and leather shoes. Jewellery is discouraged, although stud earrings are allowed.

Highfield incentives to encourage and reward good behaviour

Good attitude and behaviour is encouraged and rewarded, both in class and in the wider school community. All members of staff recognise both the effort and achievements of individuals and groups. In addition, there are various merit schemes through which both academic and non-academic achievements are celebrated. These include:

- Best Effort of the Week for each class in KS1 & KS2, presented in assembly and celebrated in class
- Tidy Cloakroom, Tidy Teacher, Attendance, Walk To School & Citizenship Awards
- Positive Praise Postcards in school
- Positive Praise Postcards sent home by Head and Deputy Head
- Half-termly Good Effort & Attitude Award – two per class
- 100% attendance certificates at the end of term and year

Individual achievements are celebrated throughout the year. These might be for achievements in swimming, sports, dancing, karate etc.

Children are encouraged to develop a growth mindset and to understand their impact on their own and others learning.

Consequences

<u>Level</u>	<u>Behaviour</u>	<u>Response/Consequence</u>
1. Low Level General class management	Being noisy, teasing, pushing in, interrupting the teacher, telling tales, squabbling, time wasting.	<ul style="list-style-type: none"> the “look” to discourage! Immediate checking of misbehaviour and reminder of the rule the child has broken.
2. Persistent low level. Medium level Requires a consequence because of its intensity or frequency. Class level, but starting to alert Key Stage Lead and parents.	All the above behaviours, but demonstrated more frequently and consistently. Persistent teasing, rudeness, graffiti on books or tables, deliberately spoiling others’ games, name calling, lying, hindering others from working.	At this level it will be necessary to record behaviour on CPOMS. Repair or repayment of some kind. <ul style="list-style-type: none"> - picking up litter for those who drop it. - comforting / caring for the child who has been injured - cleaning up where damage has been caused. Loss of free time.... a playtime, a free choice time etc. Loss of privilege e.g.. membership of team/club/special classroom activities etc. for a brief time.
3. Severe level Requires formal involvement of Key Stage Lead and parents. If no improvement observed, formal involvement of Head or Deputy and parents.	All of the above but with increased frequency and consistency. Graffiti/vandalism, racial abuse, kicking, hitting, fighting, deliberately damaging school equipment, leaving the classroom without permission, refusal to engage in learning or lessons. Personal offensive comments aimed at staff.	In addition to above; <ul style="list-style-type: none"> Parental consultation including use of Home School Diary or formal meeting to discuss course of action. Withdrawal from the class - supervision by another member of staff. Suitable work for the child is provided by the child's own class teacher. Possible involvement of Behaviour support (Aspire). Regular meetings with parents. If no improvement completion of ‘early help’ form to record all information about the child Referral to outside agencies (Early help) – CAMHS etc.
4. Extreme level Requires urgent involvement of Head teacher or Deputy Head and parents.	Refusal to follow instructions and being extremely uncooperative with staff. Violence towards staff or pupils which does not cease upon immediate request. Leaving the school premises.	Early Help assessment for support e.g., Ed psych, CAMHS, School nurse, Aspire <ul style="list-style-type: none"> Fixed term exclusion EHA sent to the PRU for admittance if possible. In addition to the above; <ul style="list-style-type: none"> Immediate referral to HT May need to use physical restraint Contact parents/carers with urgency Possible fixed term exclusion – if their behaviour is contradicting the school’s policy on maintaining pupil safety at all times and is a serious breach of school’s behaviour policy (including COVID-19 amendment). Severe cases could result in a permanent exclusion.

Recording

Members of staff take care to record any incidents on CPOMS.

Acts of perceived bullying or use of racial or homophobic language are also recorded on CPOMS.

Lunchtime Supervision

At lunchtime, supervision is carried out by the Head, Deputy Head and Assistant Heads who work with a team of welfare staff and members of the full time staff. TA dinner time cover and SMSA's are responsible for managing procedure in the dining room and general behaviour in the playground and, when wet, the classrooms. They are fully supported by the SLT and members of staff. Their approach to behaviour management is to promote positives and remind children of the standard of behaviour expected.

Repeated minor problems may result in the child being asked to go inside. This usually takes the heat out of the situation.

It is made clear to all pupils that the lunch time welfare staff should be treated with the same level of respect given to all adults at Highfield Primary School. Verbal or physical abuse is not tolerated, and reported incidents are dealt with appropriately by class teachers or the SLT.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Head Teacher or the Deputy Head Teacher. This results in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunch time for a fixed time.

The responsibilities of parents in establishing high standards of behaviour at Highfield School

Parents can help the school by:

- recognising that good discipline in school is reinforced by good discipline at home and vice versa.
- discussing the school's high expectations with their child and emphasising their support of them.
- knowing that learning and teaching cannot take place without good discipline
- remembering that staff treat all children fairly and deal with behaviour problems patiently and positively
- working with school staff and, when appropriate, outside agencies in order to identify issues that are affecting behaviour or progress so that they can be addressed in the best interests of the child

A statement about care and control of children

At all times staff encourage good behaviour through praise. All members of staff know that they must not physically chastise a child. When dealing with children who misbehave, members of staff are recommended to start with the following approaches:

- Redirect to another activity
- Talk to the child – discuss what has happened and promote alternative behaviours
- Discuss positive expectations in groups or with the whole class
- Move the child from the group to work on his/her own
- Arrange for the child to miss playtime (but must be supervised)
- Make an informal arrangement with a colleague for the child to work in another class for a period of time

It is the policy of the school that pupils are not sent to stand outside the classroom door. They are supervised at all times, even if misbehaving. In cases of emergency, an urgent request for help is sent to the head teacher or Deputy Headteacher. An immediate response is made.

Emergency Intervention

In the extremely rare event that a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint will be necessary.

The child should be removed from the situation as soon as possible, preferably by a member of the Senior Leadership Team who will take immediate action to inform parents. Severe physical assault incurs a fixed term exclusion. The incident will be recorded and all appropriate paper work completed. If parents feel that the child's needs are not being met through systems already in place, further support will be sought from within school or from other agencies.