



Behaviour Policy

November 2024

Introduction

The aim of this policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

It is a primary aim of our school that every member of the school community feels included and supported and that each person is valued, respected and treated well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is designed to ensure that all members of the school interact with one another in a constructive way to promote an environment where everyone feels happy, safe and secure.

At Highgate Primary School, we aim to:

- Enable all pupils to grow academically, socially and emotionally
- Promote self-discipline, appropriate regard for authority and acceptance of responsibility for our own actions
- Create and maintain a positive, safe and orderly school climate where effective learning can take place
- Promote mutual respect between all members of the school community, for belongings and the school environment.

Our aims are achieved when:

- Clear expectations are established, understood and accepted which define the limits of acceptable behaviour
- A school atmosphere is created which is consistent and caring
- Pupils are taught how to make responsible behaviour choices
- All members of the school community understand aims of the policy and support its implementation
- The Behaviour Policy is applied consistently and fairly

Positive reinforcement, encouragement and praise

As a school we recognise that positive reinforcement, encouragement and praise are the most effective means of promoting good behaviour. Such reinforcement teaches pupils that they receive positive attention through good behaviour choices.

Positive reinforcement may take the form of:

- Acknowledgement and celebration of good behaviour for learning in the classroom
- Whole-school 'character tokens', where excellent behavior outside the classroom is recognised through a

bespoke reward scheme

- Special mention in school assemblies including 'Shining Stars' certificates
- Positive messages sent home
- Individual rewards such as stickers and chance card prizes
- Whole-class rewards for example 'marbles in a jar'

Consistent use of encouragement and praise is used to:

- Create a positive school environment
- Increase pupils' self esteem
- Promote a model for good behaviour and relationships.

Consistency of approach and the use of a common language to reflect this is essential. The use of the pronoun 'we' in terms of relationships within school is a significant ingredient in securing commitment to the school ethos.

Personal responsibility

As a school we recognise that giving children additional responsibilities supports good behaviour. As children go through school, there are numerous opportunities for children to take on additional responsibilities including:

- Class 'special agents'
- Dining Centre and playground games champions
- Subject monitors (library/computing/art room/music)
- Sports captains
- Librarians
- School Council representatives
- Green Council representatives

Children are appointed to these posts in a range of ways including rotas, class elections or an application process with 'interview'.

General Classroom and School Rules

All children are expected to follow the school's Golden Rules which are:

1. Watch and listen to adults. Follow their instructions the first time.
2. Use words and actions that help and don't hurt. Always show respect.
3. Move around the school safely and quietly.
4. Take care of school property and other people's belongings

A copy of the Golden Rules is displayed in each classroom. In addition, class rules are agreed between pupils and teachers at the beginning of each academic year.

Sanctions

When children choose not to follow the rules, staff deal with this in a calm and consistent manner and follow the stages of sanctions detailed in Appendix 1. Consequences of poor behaviour are presented to children as a choice. This places responsibility for behaviour on each child. Furthermore, all adults reinforce that it is the child's behaviour choices that are inappropriate, not the child.

In addition to the stages of sanctions, children will be supported to reflect on their behaviour choice and be given an opportunity to make amends where appropriate, for example they may be supported to listen carefully to their peers' versions of events, make a sincere apology, write a card to a victim, replace something that has been broken or tidy a classroom that has been disrupted.

Persistent and Serious Behaviour incidents

Where there is no improvement in behaviour, or in cases of extreme misbehaviour (for example fighting, vandalism, defying adult instruction, bullying including cyber-bullying, inappropriate challenge, threat of violence towards another pupil or adult, intimidation, physical violence, harmful sexualised behaviour, or repeated use of racist or misogynistic language), a child may be removed from the classroom and peers for a set period of time. If there is no improvement in behaviour, a child may be excluded for a fixed period of time from attending school (see Exclusions Policy).

The school takes the sanction of exclusion extremely seriously and will make every effort to promote an improvement in a child's behaviour before this stage is reached.

The school has a strong commitment to inclusion. However, it is important for all parties to understand the consequences of consistently poor behaviour, including how it affects a child's learning, the learning of their peers, and the health (physical and mental) and safety of themselves and others.

All incidents of extreme misbehaviour are recorded in writing on a Serious Incident sheet and shared with the Headteacher and Head of Inclusion. If it is agreed that when the behaviour fits this criteria, a copy of the incident report is saved on the school's management system (Integris). When appropriate, it will also be recorded in the school's safeguarding system, MyConcern.

Break-time Supervision

Lunchtime Supervisors have the same authority as all other school staff with regards to discipline. Like all other staff, Lunchtime Supervisors will focus primarily on reinforcing good behaviour through positive praise and encouragement.

Lunchtime Supervisors apply 'time out' for a child in the playground by sending them to the designated space in the playground for a five minute period in order for the child to calm down. Serious behaviour incidents are reported to the Class Teacher at the end of the lunchtime period.

If a child is unable to manage themselves in the playground at lunchtime and is perceived to be at risk of harming themselves or others by not following adult instruction, then they will be sent to the Inclusion Office and a green playground sheet will be completed. The Inclusion Office Team will inform the Class Teacher at the end of lunchtime.

Children should be led in and out of the classroom before school, at break-time, at lunchtime and at the end of the school day. An adult should be at the head of the line at all times. Children in Year 6 are expected to travel around the school independently. See Appendix 6 for expectations on children moving around school.

Children missing playtimes

When a child has chosen not to undertake work set within lessons, their class teacher may occasionally decide to keep the child in during break time to complete the work set. If children are kept in at break, a member of staff supervises the child or children in the classroom.

Any sufficiently serious behaviour incidents arising during playtime may incur a sanction of missing playtime on the following day. Children only miss playtime for behaviour incidents in class with the approval of a member of the SLT.

School Visits and Out of School Activities

Expectations for behaviour on school visits and out-of-school activities remain as those for school.

At all stages of planning and preparation for an off-site visit, should a child's behaviour whilst at school or on a previous visit give cause for concern, then a risk assessment will be carried out. Where challenging behaviour is due to a special educational need, appropriate support will be put in place. The school will endeavour to work in

partnership with a child's parents and on occasions may request them to accompany their child on a visit.

The Role of Parents

The school works collaboratively with parents and, as such, ensures that parents are kept informed as to their child's behaviour at school.

The School's Behaviour Policy is accessible to all parents via the school website and parents and children sign a Home/School agreement when enrolling at the school.

If the school has to implement sanctions against a child, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher and then, if necessary, the Inclusion Manager or Headteacher. If a parent still feels the outcome is unsatisfactory, they should follow the procedures outlined in the school's Complaints Procedure, a copy of which is available on the school website or through the school office.

The school expects all members of the community, including parents, to adhere to the principles as set out in the Behaviour Policy and therefore to behave in an appropriate manner within school. Incidents of verbal or physical aggression towards any member of the community, including staff, parents and pupils, will be reported immediately to the Headteacher who will take appropriate action.

Recording Behaviour Incidents

The school keeps of record of incidents of unacceptable behaviour in the following ways:

- All incidents of unacceptable behaviour that occur within the school are recorded on a 'Yellow Sheet' (Appendix 2)
- All incidents of unacceptable behaviour that occur within the playground are recorded on a 'Green Sheet' (Appendix 3)
- All incidents of Harmful Sexualised Behaviour are recorded on a playground or classroom 'Orange Sheet' (appendix 4(a) and 4(b))
- All Serious Behaviour Incidents are recorded on a red 'Serious Incident Sheet' (appendix 5)

The school monitors such incidents and reports trends to the Governing Body on a half termly basis. All Serious Behaviour Incidents and Incidents of Harmful Sexualised Behaviour are discussed at the Governors' Safeguarding Committee and reported to the full Governing Body.

Links to other policy documents

This policy should be read in conjunction with the following documents:

- Home/School Agreement
- Teaching and Learning Policy
- Anti-Bullying Policy
- Use of Force
- Exclusions Policy
- Equalities Policy
- Complaints Procedure

Staff Responsible

William Dean Headteacher

Emma Judge Deputy Headteacher/Head of Inclusion

Policy Monitoring and Review

A copy of this policy is available to all staff and parents and is published on the school website. Parents will be made aware of this policy when their child is admitted to this school.

This policy is reviewed annually by the Governors' Safeguarding Committee.

Appendix I:

Stages of Sanctions

Required Resources for every classroom:

- Golden Rules on display
- Traffic lights
- Designated Time-Out table or Thinking Chair (EYFS)
- 5 minute timer
- Yellow Time-Out sheets
- Green Playground sheets
- Orange Sexualised Behaviour sheets (classroom and playground versions)
- Red Serious Incident sheets

5 Minute Time Out

A staged system that is used to manage low level disruptive behaviours. This sanction is used in conjunction with positive behaviour management and the use of 'traffic lights' is used to support a positive approach. The traffic lights are displayed discreetly within the classroom and are never used to shame a child.

1. An oral warning (stating clearly and calmly what behaviour you expect to change)
2. A visual warning (move to amber traffic light)
3. A final visual warning (move to red on traffic light)

At the 3rd stage the child is sent to the Time-Out table in their classroom for 5 minutes to allow them to reflect on their behaviour. When the timer has run out the child returns to their place.

15 minute Time Out

A further incident following a 5 minute Time Out triggers a 15 minute Time Out.

- The child is given a yellow Time-Out sheet and goes to the designated Time-Out class (usually the parallel class)
- The receiving teacher directs the child to their Time-Out table
- The child is expected to complete the sheet, detailing the reason they have been sent out and what they could have done differently. If unable to do this in writing, the child may draw their response.
- The child returns to their class after 15 minutes and hands the yellow sheet to their teacher

Continued poor behaviour

- If a child regularly receives yellow Time-Out sheets or green playground sheets, and it is felt by the class teacher that this is having little impact, a behaviour meeting is arranged with the child, class teacher and member of SLT, in which a behaviour target is set.
- If the child does not meet the target set within a reasonable period of time, then the Headteacher will convene a parent meeting to discuss the child's behaviour.

Appendix 2: Classroom/Timeout behaviour Sheet (yellow)

Child's name:	Class:
Start time:	Date:

Type of incident (please tick)			
Not following instructions		Calling out	
Rudeness to a child		Inappropriately moving about	
Rudeness to an adult		Throwing equipment	
Damaging equipment		Other (please identify in notes box)	

Other notes:

Child's response			
What I did wrong			
Which rule I broke			
Watch and listen to adults. Follow their instructions the first time.		Move around the school safely and quietly.	
Use words and actions that help and don't hurt. Always show respect.		Take care of school property and other people's belongings.	
What could I have done instead?			
Child's signature:		15 minutes	

Receiving teacher's signature:

Appendix 3: Playground Behaviour Sheet (green)

Child's name:	Class:
Start time:	Date:

Type of incident (please tick)			
Not following instructions		Hurting another child	
Rudeness to a child		Damaging play equipment or grounds	
Rudeness to an adult		Moving around the playground unsafely	
Swearing		Other (please identify in notes box)	

Other notes:

Child's response			
Why I had to leave the playground			
Which rule I broke			
Watch and listen to adults. Follow their instructions the first time.		Move around the school safely and quietly.	
Use words and actions that help and don't hurt. Always show respect.		Take care of school property and other people's belongings.	
What could I have done instead?			
Child's signature:		15 minutes	

Receiving teacher's signature:

Appendix 4(a): Classroom/Timeout behaviour Sheet (orange)

Child's name:	Class:
Start time:	Date:

Type of incident (please tick)			
Not following instructions		Calling out	
Rudeness to a child		Inappropriately moving about	
Rudeness to an adult		Throwing equipment	
Damaging equipment		Other (please identify in notes box)	

Other notes:

Child's response			
What I did wrong			
Which rule I broke			
Watch and listen to adults. Follow their instructions the first time.		Move around the school safely and quietly.	
Use words and actions that help and don't hurt. Always show respect.		Take care of school property and other people's belongings.	
What could I have done instead?			
Child's signature:		15 minutes	

Receiving teacher's signature:

Appendix 4(b):**Playground Behaviour Sheet (orange)**

Child's name:	Class:
Start time:	Date:

Type of incident (please tick)			
Not following instructions		Hurting another child	
Rudeness to a child		Damaging play equipment or grounds	
Rudeness to an adult		Moving around the playground unsafely	
Swearing		Other (please identify in notes box)	

Other notes:

Child's response			
Why I had to leave the playground			
Which rule I broke			
Watch and listen to adults. Follow their instructions the first time.		Move around the school safely and quietly.	
Use words and actions that help and don't hurt. Always show respect.		Take care of school property and other people's belongings.	
What could I have done instead?			
Child's signature:		15 minutes	

Receiving teacher's signature:

Appendix 5:**Serious Incident Sheet (red)**

Child's Name		Staff Member		
Date		Time		
Other Children Involved				
Statements Taken	Yes <input type="checkbox"/> No <input type="checkbox"/> Number of attached sheets			
Incident				
Immediate Action Taken				
Category	<input type="checkbox"/> Bullying	<input type="checkbox"/> Violence to staff member	<input type="checkbox"/> Violence towards child	<input type="checkbox"/> Fighting
	<input type="checkbox"/> Absconding	<input type="checkbox"/> Vandalism	<input type="checkbox"/> Defiance	<input type="checkbox"/> Other

Follow up

Date Received		Time	
Action Taken			
Behaviour Plan	Yes <input type="checkbox"/> No <input type="checkbox"/>	Follow up date(s)	
Parents informed	Yes <input type="checkbox"/> No <input type="checkbox"/>	Staff Informed CP?	

Child Statement

Child's Name	Date

Signed by Teacher:

Signed by Pupil:

Appendix 6:

Expectations for children moving throughout the school

- Classes are expected to walk in single file, quickly and sensibly, usually on the left-hand side of the corridor.
- Doors are passed from pupil to pupil, unless a child is instructed by an adult to hold the door for the class.
- Children are expected to walk quietly, with voices no more than a whisper.
- Children are expected to be silent when entering and leaving the hall for assembly. This enables children to hear and appreciate the music which is being played and allows for a short period of reflection at the end of assembly.
- Teachers and teaching assistants take responsibility for the behaviour of their own class as they travel through the school and enter the hall.
- Staff members should only support other classes as they travel through the school through positive contributions and/or gentle reminders. Where children do not respond to this appropriately, the class teacher or TA should be informed.