



## **Behaviour Policy**

September 2022

### **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, 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 of good behaviour
- Special mention in school assemblies
- Positive messages sent home

- Individual rewards such as stickers and chance card prizes
- Whole-class rewards

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.

### **General Classroom and School Rules**

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

1. We follow adult instructions the first time
2. We use words and actions that help and don't hurt
3. We respect other people and their property
4. We move safely and sensibly around the school

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, in relevant cases children will be supported to reflect on their behaviour choice through the completion of a Yellow Time-out sheet (see Appendix 2). They will also be given an opportunity to make amends where appropriate, for example they may be supported to 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), 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 and safety of themselves and others.

All incidents of extreme misbehaviour are recorded in writing and shared with the Headteacher and Head of Inclusion under the heading 'Serious Behaviour Incident'. If it is agreed that the behaviour fits this criteria, a copy of the incident report is saved on the school's management system (Integris).

### **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, and a child will have to complete a Green Sheet.

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, where they will complete a Green Sheet (see Appendix 3). 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 4 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 Head of Inclusion 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.

### **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

Rebecca Lewis – Deputy Headteacher and Head of Inclusion

### **Policy Monitoring and Review**

A copy of this guidance 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 every two years by the Governors' Safeguarding Committee.

## **Appendix I**

### **Stages of Sanctions**

#### **Required Resources for every classroom:**

- Designated Time-Out table or Thinking Chair (EYFS)
- 5 minute timer
- Yellow Time-Out sheets (Appendix 3)
- Golden Rules on display
- Traffic lights

#### **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 formal warning (move to amber traffic light)
3. A final visual warning (move to red on traffic light)

At the 3<sup>rd</sup> 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
- The child returns to their class after 15 minutes and hands the yellow sheet to their teacher

#### **Continued poor behaviour**

- If a child receives continued Time-Out 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 - Yellow Time-out Sheet****Highgate Primary School****Time Out Behaviour Sheet**

<b>Child's name:</b>	<b>Class:</b>
<b>Start time:</b>	<b>Date:</b>

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

**Other notes:**

<b>Child's response</b>			
<b>Why I had to have "time-out"</b>			
<b>Which rule I broke</b>			
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.	
<b>What could I have done instead?</b>			
<b>Child's signature:</b>		<b>15 minutes</b>	

**To be returned to the classroom teacher**

## Appendix 3 – Green Playground Sheet

**Highgate Primary School**

**Playground Behaviour Sheet**

<b>Child's name:</b>	<b>Class:</b>
<b>Start time:</b>	<b>Date:</b>

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

**Other notes:**

Child's response			
<b>Why I had to leave the playground</b>			
<b>Which rule I broke</b>			
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.	
<b>What could I have done instead?</b>			
<b>Child's signature:</b>		<b>15 minutes</b>	

**To be returned to the classroom teacher**

## **Appendix 4**

### **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.