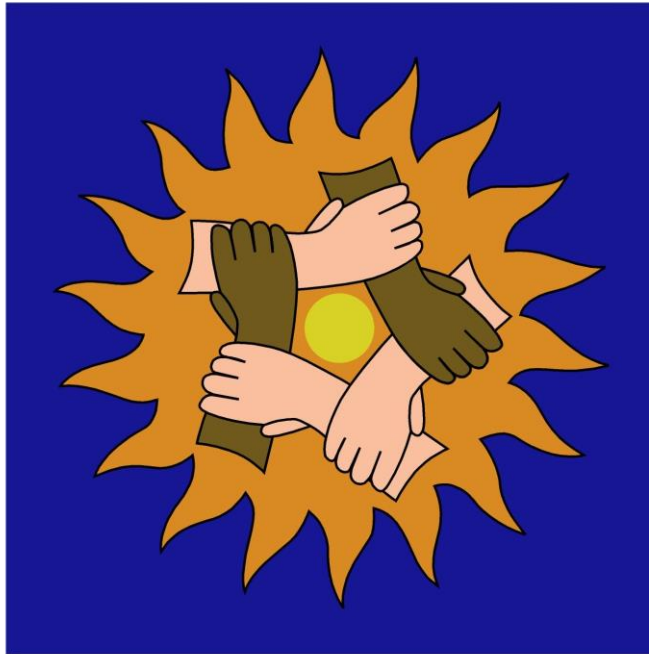


“Together we can achieve more”

Highfield Primary School



Behaviour Policy Spring 2015

The aims of the policy are to:

- ensure the safety and emotional well-being of all members of the school community;
- be positive, with an emphasis upon praise when the appropriate behaviour is achieved;
- include all members of the school community in the process of promoting appropriate behaviour;
- identify clear expectations and be easy for everyone to follow;
- ensure equal access for all children to a purposeful learning environment and fair treatment in all aspects of school life;

This policy must be read in conjunction with Highfield Single Equality Policy and Cyberbullying Guidance from Enfield Council

School Ethos

At Highfield we believe that everyone is entitled to:

- be treated with respect
- be treated fairly
- be safe
- be listened to
- learn or teach without unnecessary disturbance

We are therefore committed to maintaining an environment where desirable behaviour is expected and encouraged by the promotion of self-discipline and the nurturing of positive self-esteem. The school community can achieve this by adhering to our Golden Rules, Vision and Values and the Children's Charter. Members of the school community are: children, staff, governors, parents and visitors.

The Golden Rules, Vision and Values and Children's Charter have been discussed with the children and their views considered. They are reference points of expected behaviour for all who are present and they are displayed throughout the school.

OUR GOLDEN RULES

At Highfield Primary School we value and respect others. Knowing, understanding and following our Golden Rules is essential for our school to be a safe learning environment.

The Golden Rules apply to all members of the school community.

- **We are kind and helpful and respect each other's cultures**
- **We enjoy learning in class and let others do the same**
- **We are polite to each other and take it in turns to speak**
- **We always behave sensibly and safely in school**
- **We listen to the staff and do what they say straight away**
- **We take care of our school and equipment**

Our Golden Rules are on display in all classrooms, in corridors and are reinforced by all staff members. We have regular assemblies about the Golden Rules to promote children's understanding and social development.

Highfield Primary School

Vision & Values

Our Vision

We passionately believe in developing a life-long love of learning within an inspirational and inclusive environment. Highfield is a warm and friendly place of co-operation, equality and respect.

Our Values

To instil a love of learning by:-

- Implementing a relevant creative curriculum designed to encourage independence and child-initiated learning
- Providing a stimulating learning environment to encourage investigative and meaningful engagement with the learning process
- Providing excellent teaching of both the Primary Curriculum and the development of life skills

Everyone deserves to receive a high quality education:-

- Teaching is personalised to meet the needs and preferred learning styles of all learners
- By believing and acting on the premise that every child matters
- Providing appropriate resources and opportunities

We treat each other with empathy and kindness, and we are polite to each other by:-

- Promoting a high standard of behaviour in our school community through well established policies and procedures such as our Golden Rules
- Understanding both our rights and responsibilities at school and in the wider community
- Raising self-esteem and self-worth through ensuring that our children reach their full potential

At the beginning of the school year, each class is responsible for formulating class rules that promote a positive learning environment and are relevant to the age and needs of the children in that particular class. The classroom rules should use positive language.

The Responsibilities of the School Community

Staff and Governors should

- praise good behaviour and work
- actively promote Highfield's Golden Rules /Vision and Values /Children's Charter at all times
- take an interest in the welfare of the pupils
- provide work and routines within the school which will enable the children to be successful
- be consistent and fair
- model the expectations of the policy
- support colleagues across the school in the management of behaviour
- actively deal with behavioural issues whenever and wherever they occur
- involve and communicate with parents
- be careful not to label children through their behaviour
- provide opportunities for children to take on leadership responsibilities

Children should

- follow and promote the Golden Rules/Vision and Values/Children's Charter at all times
- treat all members of the school community with courtesy and respect
- take responsibility for their own behaviour and an active role in resolving issues
- tell adults if they (or others) are upset or have a problem
- behave appropriately when representing the school e.g. on a school trip, sports event, travelling between home and school
- treat living things kindly
- try their best
- take responsibility for personal possessions
- treat everyone in the school community with kindness
- provide a good role model for younger children

Parents should

- support the school's behaviour policy
- ensure their child's regular attendance and punctuality
- work together with the school regarding discipline and management of behaviour
- communicate to the school anything which may affect their child's behaviour
- show courtesy and respect to all members of the school community
- respect the limitations of staff time
- provide a good role model
- praise good behaviour and work
- support children with their homework
- adhere to Visitor Behaviour Policy guidelines

Positive behaviour is encouraged through:

- Praise by all staff and parents both verbal or written ;
- Encouragement to continue good work/behaviour;
- Celebrating good behaviour/attitude through display;
- Giving children responsibility either within class or as a "Special Person" for the day;
- Whole-school recognition in Achievement Assembly and on the Achievement Board;
- Certificates, awarded in Achievement Assembly for sustained effort to improve behaviour or consistently good behaviour and attitude;
- Team points/class points/table points/stickers/certificates/ ticket box/ marble jar are also used;
- Showing work to Headship team and receiving stickers/certificates and a treat from the well done box;
- Whole school assemblies to discuss how children and staff can earn Beads for Respect, Kindness and Co-operation;
- Positive feedback to classes through the School Council;
- Golden Time;
- Verbal and written feedback to parents/communication with home, e.g. 'Post-Card' , text or certificate may be sent home to mark the child's achievement;
- The Highfield Five (see appendix);
- Regular opportunities for Social and Emotional Aspects of Learning (SEAL);
- 'Circle Time' activities where appropriate behaviour is explored and discussed;
- Individual target setting (e.g. Learning Support Plan, Pastoral Support Plan, class targets);
- Individual mentoring from the Learning mentors;
- Projects with the Behaviour Support Service, eg, within a class, group or individually;
- Dealing with incidents individually and providing children with opportunities to have a fresh start wherever possible

FS/KS1 Dealing with unacceptable behaviour:

The following are considered to be examples of unacceptable behaviour.

At Highfield there are three levels of seriousness:

Level 1	Level 2	Level 3
Ignoring the Highfield Golden Rules	Level 1 behaviours become persistent	
Running inside school		
Calling out/talking at inappropriate times	Swearing	Serious verbal aggression towards adults
Touching/poking/pulling others		
Creating/involving themselves in arguments		
Not responding to adult direction	Endangering personal safety eg: climbing over toilet doors	
Refusing to complete tasks		
Hiding other people's possessions	Kicking furniture, deliberately damaging property of school or others	If it becomes persistent and towards adults/children
Stealing	Stealing	
Physical aggression towards other children	Fighting, biting - hurting other children	Violent or persistent actions
Verbal aggression towards other children	Racial comments	Racial aggression (verbal or physical)
	Bullying	Bullying (continuous)
		Physical aggression towards an adult
		Other forms of serious anti-social behaviour
Spitting		Spitting at someone

Children should not be left unsupervised at any time.

This list of behaviours is displayed in all classrooms.

FS/KS1 Consequences of unacceptable behaviour:

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> ▪ Reminder of the class/playground rules ▪ Child removed from situation ▪ Child may miss out on activity ▪ Child to stay with adult at playtime ▪ Child sent to parallel class ▪ Lose part of Golden Time ▪ Put on appropriate level of behaviour chart ▪ Be spoken to in a firm way and given an explanation ▪ Adults on duty/LSA inform class teacher ▪ Parents may be informed verbally 	<ul style="list-style-type: none"> ▪ Incident recorded ▪ Parents informed ▪ May be spoken to about the consequences by a senior member of staff ▪ Y1/2 child may be sent to Phase Leader ▪ If incidents continue another meeting set up to include Class Teacher/Phase Leader/SENCO/Learning Mentor ▪ Decisions may be made to monitor behaviour in school and at home daily through behaviour book/chart with targets set. Learning Mentor/SENCO may monitor with CT ▪ Racial incidents recorded in Racial Incident Book - HT Room ▪ Class teacher may need to inform Headship team about behaviours 	<ul style="list-style-type: none"> ▪ Staff member to inform Phase Leader/Headship team ▪ Parents informed on day of behaviour ▪ Full details of behaviour recorded by adults involved and copy to Headship team ▪ Class teacher monitors behaviour on daily basis ▪ Daily behaviour targets set up ▪ Pastoral Support Programme set up ▪ Outside agencies may be contacted; Educational Psychology Service, Behaviour Support Service ▪ Fixed term exclusion (this can include lunchtime exclusions)

Children should not be left unsupervised at any time.

This list of behaviours is displayed in all classrooms.

Dealing with unacceptable behaviour in Key Stage 2:

The following are considered to be examples of unacceptable behaviour.

At Highfield there are three levels of seriousness:

Level 1	Level 2	Level 3
Ignoring the Highfield Golden Rules		
Pushing in		
Interrupting teacher		
Spoiling other's game		
Avoiding/wasting time		
Eating in class		
Inappropriate noise		
Running inside school		
	Being argumentative	
Spitting on the ground		Spitting at someone
Teasing, name calling	Intimidation, tormenting	Bullying (continuous)
Distracting other children	Frequent distraction	Continuous disruption
Cheekiness	Rudeness	Verbal abuse
Using swear words to self	Swearing at pupils and rude gestures	Swearing at staff
Play fighting	Fighting/aggressive play	Harmful or persistent fighting
Lying	Persistent lying	Blatant dishonesty
Lack of co-operation	Refusal to follow instructions	Dangerous refusal to follow instructions
Unwanted physical contact	Sexually abusive comments	Sexual harassment
	Disrespect towards visitors	
	Graffiti	Vandalism
	Kicking, hitting, punching, biting etc	Violent physical attack
	Retaliation	Serious physical retaliation
	Leaving class without permission	Leaving school without permission
	Throwing, kicking equipment/furniture	Throwing, kicking equipment/furniture at adults/children
		Racial, social, cultural or religious abuse
		Stealing
		Physical attacks on staff

This list of behaviours is displayed in all classrooms

Consequences of unacceptable behaviour in Key Stage 2:

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> ▪ Reminder of the Highfield Golden Rules or Behaviour Policy ▪ Verbal apology ▪ Finishing work at break time/ home ▪ Positive re-direction, highlighting the good examples of others ▪ Be spoken to about the consequences of their behaviour by a member of staff ▪ Parents informed verbally ▪ Re-positioning within the group/classroom ▪ Strike out on behaviour sheet 	<ul style="list-style-type: none"> ▪ Incident recorded ▪ Written apology ▪ Exclusion from school activities/trips ▪ Be spoken to about the consequences by a senior member of staff ▪ Parents contacted and urgent meeting held with child in attendance (at the discretion of a senior teacher) ▪ Regular home-school communication ▪ Cooling off period away from the class (by arrangement with another teacher) ▪ Behaviour letter sent home (copy kept on file) ▪ Regular monitoring of pupil's work or behaviour ▪ Sent to "Time Out" ▪ Report card given to child 	<ul style="list-style-type: none"> ▪ Be spoken to by the HT, DHT, AHT and parents together ▪ Behavioural contract between pupil, parent, teacher with specific targets and time scale set up ▪ Regular monitoring of behaviour by teacher, learning mentors - reported to HT ▪ Fixed term exclusion (this can include lunchtime exclusions)

Children should not be left unsupervised at any time.

This list of consequences is displayed in all classrooms

- It is not always easy to categorise behaviours within the specific context of the three levels, therefore this table is intended as a guide.
- We recognise that every child is different and therefore our policy is implemented flexibly in order to meet individual needs; this may include choosing to ignore some low-level inappropriate behaviour and the application of different strategies, as outlined in an individual Learning / Pastoral Support Plan.
- For children in the Foundation Stage, the policy will be applied with due consideration for the child's age and stage of development.
- Persistent incidents of behaviour within the lower level categories will trigger higher level consequences.
- The Headteacher /Deputy Headteacher in the event of her absence will be informed of Level 3 incidents and will have weekly meeting with Learning Mentor's to monitor behaviour.

Exceptional Circumstances

In the event of **extreme behaviour** where:

- the child puts others' safety at risk,
- the child puts his or her own safety at risk,
- verbal or threatening behaviour towards a child/adult,
- physical assault against a child/adult
- school property is seriously or repeatedly damaged,
- there is persistent breach of the Behaviour Policy,

there may be no option but to impose a **Fixed Term or Permanent Exclusion**.

*Any child considered to be at risk of exclusion will be subject to a **Pastoral Support Plan** formulated by a multi-disciplinary team and parents, to try to minimise that risk.*

Bullying

Bullying is considered to be extremely serious and is treated with zero tolerance. All staff who become aware of an allegation of bullying must refer to the school's Anti-Bullying Policy.

Racism

In addition to the sanctions contained within this policy, all incidents of racism must be reported to the Headteacher who will inform the appropriate authority as stipulated by the London Borough of Enfield. For further information the school's Single Equality Policy should be referred to.

SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Where children are having difficulties accessing the curriculum due to behavioural difficulties, they are identified by the class teachers and the SENCO and Learning Mentors are notified. They are placed on the Special Needs register. Once they are on the appropriate stage of the register, an individual education plan (IEP) is completed. Parents and pupils are informed of the IEP.

In severe cases, the school may seek advice from outside agencies such as the Educational Psychologist or the Behaviour Support Service.

Red Cards are displayed in each classroom/hall/dining area/office/welfare room etc to summon emergency help. This card reads *please come to*. The nearest adult will respond by going to the area required. **Orange** cards are sent to the medical room in a medical emergency.

Individual Cards are given to some children so that the adult will release them to The Thinking Room when they feel the need. In this way children can be responsible for their own behaviour management - the child shows their card before they lose control so that they can have an opportunity to calm down in a safe environment.

The Red Box - This gives every child the opportunity to speak to an adult in private. The child leaves their name and classes on a post it inside the box. The box will be checked daily by the Learning Mentors. Many classes now also have their own Red Box system.

The School Learning Mentors - The Learning Mentors work with children individually, or in a group, removing the child's barriers to learning. The help provided depends on the needs of each pupil.

Implementation of the Policy

- All families to receive a copy at parent consultation
- Families to be alerted to new revised Behaviour Policy, copies will be displayed in the entrance hall and put on the school website.
- All new families are alerted to the policy and requested to sign a Home - School Agreement
- All new staff and trainees to receive training in the policy's implementation
- Revised policy presented to staff, pupils, parents and governors
- Policy discussed by School / Class Councils and opportunity provided for comment
- Highfield Golden Rules, Vision and Values and Children's Charter will be discussed and presented to the children and displayed prominently around the school.
- Vision and Values are displayed clearly in classrooms

Monitoring

This policy will be monitored regularly by the Leadership Team and updated as necessary to meet the changing needs of the school. It will be reviewed at least annually as part of the school's cycle of monitoring and through regular classroom observations.

This policy should be read in conjunction with other relevant school policies.

January 2015

Appendix

1. The Highfield Five
2. Time Out procedure
3. Behaviour monitoring sheet

All appendices, including standard letters, are in the staff drive, behaviour folder.

THE HIGHFIELD FIVE

In order to give all of our children a set of strategies to use when they feel that they are being bullied or racism occurs or they are being mistreated by another child/adult, we have introduced the "*Highfield Five*." It is summed up as below. Normally this is demonstrated on the fingers and thumb of a hand.

It is displayed in all classrooms and around the school.

1. Talk Friendly - *Please don't do that, I don't like it*
2. Talk Firmly - *Don't do that (assertively) I don't like it*
3. Ignore
4. Walk away
5. Report to an adult

TIME OUT PROCEDURE

It is our aim to ensure that we work closely with families to promote positive behaviour to enable all pupils to feel a sense of achievement and pride.

- Time Out - child will miss playtime or lunchtime in designated room supervised by an adult
- Child may receive Time Out from any member of staff - following the unacceptable levels of behaviour
- The adult will complete a Time Out letter
- The Time Out letter needs to be photocopied - one is sent home via child (in some cases the letter will be sent by post) - one letter is taken to Time Out via the child and put in the Time Out file by the adult supervising and one is filed in the class behaviour file
- If incident occurs in the afternoon the Time Out will be carried out the following morning during playtime the same procedures take place with Time Out letter as above
- All letters returned by parents/carers need to be kept in the Time Out File
- If child is in Time Out more than three times a half a term, Learning Mentors will monitor file and inform the class teacher who then sends a letter home inviting parent/carer to discuss concerns. Phase leader may be present to support class teacher during meeting
- If unacceptable behaviour continues, a letter is sent to parents/carers to meet with staff from SLT and a Learning Mentor
- Parents/carers will be asked to meet with Headship team if child is not showing any improvement or parent/carer is not co-operating

PROCEDURES FOR TIME OUT LETTERS/SLIPS - KS2

Time Out Slip

- If child has been given a "Time Out" - fill in slip then send to class with child (or take to class teacher yourself) letter needs to be photocopied twice
- Child will take letter to member of staff on duty in Time Out zone - staff will put in file
- Child to take slip home - will send appropriate ones by post if needed
- Await reply slip from parent/carer - keep in file
- Learning Mentors to monitor pupils who have had 3 Time Outs in a half a term - then inform class teacher for the next step

Letter from Class Teacher/Phase leader

- Send or post letter to parent/carer to arrange a meeting to discuss concerns. Phase leaders to support teacher if needed
- All evidence of Time Out slips/letters from file should be made available for the meeting
- Meeting needs to be logged and parent/carer needs to sign

Letter from Learning Mentor

- Child will be put on a report card with clear targets set and agreed and signed by all parties
- Outside agencies may become involved

Letter from HT/DHT/AHT

- Parent/carer invited in for meeting to discuss concerns - next steps may lead to a fixed term exclusion - all documents needed

All staff involved with the child's concerns must be responsible in documenting all incidents - this is vital for outside support work and for parent/carer to see

BEHAVIOUR MONITORING SHEET

CLASS

Date	Name	Level 1				Level 2	Level 3

- Level 1** 3 strikes at Level 1 - sit in 'time out' corner in own class for 5-10 minutes
 4th strike at Level 1 - send to parallel class with work to be completed
 (if set work is not completed, child to stay in at break/lunch to complete)
- Level 2** 1 strike at Level 2 - send to Phase Leader with Time Out form and copy it for the class behaviour file. Time out sheet to go home
- Level 3** 1 strike at Level 3 - send to The Thinking Room/SLT

Appendix: An Example of Highfield's ABC behaviour log see SEN form file for full document

Highfield Primary School

'A B C' Chart

Name of pupil being assessed:			
Single behaviour being analysed:			
Date commenced:		Sheet No:	
Date, time, place, staff members involved	Antecedent [context ..what was happening before the event]	Behaviour [behaviour observed]	Consequence [what happened immediately afterwards]

Bw Sept 08

Follow on ABC chart for Behaviour Analysis

Pupil :

Sheet no.

Date, time, place, staff members involved	Antecedent [context..what was happening before the event]	Behaviour [behaviour observed]	Consequence [what happened immediately afterwards]

BW Sept 08

Summary of Analysis

Pupil			
Behaviour being observed			
Period of observation [minimum of 2 weeks]		From:	To: total days <input type="checkbox"/>
Any sensory difficulties	Already known	Observed during this time	
Most common setting/trigger/person/activity			
Possible function[s] of behaviour [e.g sensory response/need, avoidance, need time out, attention etc]			
Successful strategies used to avoid/minimise this behaviour		Strategies tried that were not effective	
Any changes to Behaviour Support Plan needed?			
Parents informed? Yes/No	By whom?	Comment	
Any follow up needed?			

Appendix - ABC Behaviour log/triggers sheet.

February 2015