

Bradgate Education
Partnership

HIGHGATE PRIMARY SCHOOL

Relationships & Behaviour
for Learning Policy

2021

Policy – following Consultation with Parents - February 2019 and
reviewed in September 2021

‘Living, Learning, Laughing Together.’

Policy statement

At Highgate School, pupils are encouraged to develop a sense of self-discipline and to accept responsibility for their own actions.

We endeavour to create the conditions for an orderly community in which effective learning can take place, where there is mutual respect for all members of the community and concern for the environment. The school will not accept any behaviour of a sexist, racist or homophobic nature by any member of the school community, whether child or adult. (Please refer to Equal Opportunities Policy).

We try to ensure that the school has a relaxed and pleasant atmosphere in which pupils are able to give their best, both in the classroom and in extra-curricular activities, and are encouraged and stimulated to fulfil their potential.

To achieve these aims at Highgate we believe in a positive behaviour policy which encourages appropriate attitudes, rewards and praise whenever possible.

To promote good behaviour throughout the school, pupils should have a clear and consistent understanding of what is expected of them. It is important that all school personnel have an understanding of what is appropriate behaviour throughout the school.

Involving Pupils, Parents & Governors

Following consultation with pupils, staff and parents in January 2016, it was agreed that consistent rules, rewards and sanctions were needed across the whole school. Our whole school rules are:

- Follow instructions with thought and care
- Show good manners at all times
- Care for everyone and everything

These rules are prominently displayed in all areas of the school and referred to in the reward and sanctions systems.

An outline of these rules and the related rewards/sanctions systems was shared in letters to parents in September 2021. This policy will be published on the school website and shared with staff, parents and governors who will be invited to comment.

Rewards.

At Highgate Primary School, emphasis is placed on the positive approach of encouragement and praise, rather than negative criticism. On the occasions when criticism is felt to be necessary, it should be constructive in its approach and include advice on how to improve the behaviour.

Our rewards are underpinned by our four TEAM Characters who were designed and created by our School Council and represent the behaviour traits we consider to be especially valuable in developing our Highgate community.

They are:

Tully Teamwork – Communication & Friendship

Elsie Effort – Independence & Confidence

Ashley Attitude – Resilience & Perseverance

Martin Manners – Kindness, Respect & Integrity



Formal Reward Systems:

Rewards will be given in the form of Dojos for when a child has put lots of effort into their work, attitude or behaviour. Children may be given a sticker and/or a Dojo which is then added to their personal/class total. Parents may download the App to be able to get updates about when their child has been given a Dojo.

When a child has reached a given number of Dojos they will be invited to participate in non-material reward such as time spent playing board games or additional PE time on the climbing apparatus.

Lunchtimes

Midday supervisors may give children a sticker who have earned Dojos for following the Diamond Rules at lunchtime. This will be added to the child's Dojo record by the class teacher.

Praise can also be given in many ways throughout the school day and should be a natural part of any lesson or activity in school.

The following list of examples of praise is not exhaustive, or set out in any order of priority.

- Each class may have individual rewards for good work such as Super Stickers Charts or Star of the Day.
- Each week, teachers will select work by pupils who have put in the most effort to be presented with a certificate linked to the TEAM Awards.
- A written comment on pupils work, either in general terms 'well done' or in a more detailed way, picking out more specific points for positive comment.
- A visit to another member of staff and/or the head teacher for commendation.
- A public word of praise in front of a group, class or the whole school.
- Public acknowledgement through a certificate of achievement formally presented for good behaviour or a positive approach.
- Public acknowledgement by presentation at an assembly or by giving some special responsibility.
- Awarding of stickers or stamps.
- Assessments for behaviour as well as work, reported to parents verbally and on the annual report.
- Rewarding endeavour.
- Use of school reports to comment favourably, not only on good work and academic achievement, but also on behaviour, involvement and on general attitudes.
- Verbal feedback to parents informing them of some action or achievement deserving praise.
- When appropriate, allowing the pupil to take on some responsibility for good behaviour.
- A Head Teacher's Award may be given for very good work (sticker) and a text message will be sent to alert parents of this award.
- Use of individual sticker charts to help improve the behaviour of some pupils
- Golden time – classes may work together as a collaborative to earn golden time (a class treat). Individual children will not be forced to miss golden time as a punishment for something that has happened earlier in the week.

Supervision.

Children will be supervised when on the school premises and for out of school activities. A member of staff will be on duty on the playground from 8.30 am each day and during each play time. While a staff member is on duty from 8:30am, parents should be reminded that they are responsible for their children until the bell goes at 8:45am (unless their child is attending Breakfast Club).

During wet playtimes a member of staff will be in each classroom with the pupils. At lunch time the children will be fully supervised by the lunchtime supervisors. Out of school activities and clubs will always be supervised, and if a club is not run by a teacher, at least one adult will stay nearby throughout the club.

Sanctions

In all disciplinary actions it is important that the child understands that it is the behaviour that is unacceptable rather than the child as a person.

When considering sanctions, the pupil should be given the chance to improve their behaviour first.

Classroom Sanctions

1, 2, 3 & Green, Orange Red Colour System

In the first instance if a child is not following the Diamond Rules, they may be given a “1” as a reminder that they need to improve their behaviour. This may be accompanied by teachers adapting their strategy for supporting the child in following the Diamond Rules. If they continue later, they may be given a “2.” If they continue further, they will be given a “3.” At this point their name would be moved down onto Orange. The 1, 2, 3, may be marked on the board but if the child has improved by lunch time, they could start a fresh in the afternoon.

Green = Good

Orange = Warning

Red = Consequence

If a child is still struggling to follow rules after the 1, 2, 3, their name will be moved off the Green of a traffic light system and onto Orange as a warning. If this happens the teacher will give the child some “thinking time” where the teacher will ask what the child needs to stop them moving onto Red.

If they continue to not follow the Diamond Rules, their name may be moved onto Red. If a child moves onto Red, the staff member may opt for one or a combination of the following sanctions to help repair the situation:

- The child might have to miss some time of their playtime (to catch up with the work they have missed).
- The child may be supported to complete a “Problem Solving Sheet” to help identify how they could have handled the situation better.
- The child may be sent to see the Headteacher or a Senior Leader.

If a child is consistently having their name moved onto Red or has hurt another child, the teacher will record this on Arbor and inform parents who may be asked to come in to meet with the teacher to discuss an appropriate way forwards to support their child.

Lunchtime/Playtime Sanctions – Red Card System:

If a child is seen breaking one of the 3 school rules, staff may give one verbal warning of “If you carry on breaking the school rules, you might get a red card.”

If the child continues to break the school rules, the child will be asked to go into the classroom near the staffroom. They will be escorted to a duty teacher inside who will investigate the

incident (where they may miss some time of their playtime) and a note of the incident will be kept in a whole school book (and dated). **The teacher on Red Card Duty inside will decide if the incident is worthy of a Red Card.**

If the child refuses to come in or continues to break the school rules, a senior member of staff will be called for and they will miss the remainder of their lunchtime and/or their afternoon break. This will be classified as the equivalent of 2 red cards. If this is at the end of the lunchtime, they will need to miss a portion of their afternoon break (or that of the following morning if required).

Where possible we want to try to ensure that any punishment such as missed play is issued on the same day so the children can have a fresh start the following day.

If a child is given a red card a text message/letter notifying parents will be sent and this will be recorded in the behaviour file on Arbor.

If a child gets 10 red cards in a term, they will be given a lunchtime exclusion (sent home for lunch) for 1 day. Following this exclusion, if the child gets a further 10 red cards, they will be given a lunchtime exclusion for 2 days... etc.

In exceptional cases of persistent bad behaviour or if there are safety concerns the following sanctions may also be used, but these are very much a last resort and would not normally be considered.

- Withholding participation in school trips or activities or withdrawal from activities with peers or access to certain areas (garden/play park etc)
- If there is a concern about a pupil's behaviour or in the cases of persistent poor behaviour, the parents will be invited into school at the earliest opportunity to discuss the issue with the appropriate staff and the Head teacher and agree a strategy to help the pupil to improve the behaviour.
- Exclusion, either fixed term or permanent. (See The Exclusions Policy which refers to The DfE document; Exclusion from Maintained Schools, Academies and Pupil Referral Units 2015, Section 51A of the Education Act 2002 as inserted by the Education Act 2011, School Discipline Regulations 2012 and Section 100 to 108 of the Education and Inspections Act 2006).
- Should a child need to be escorted with assistance parents will be informed.

Exceptions

In some cases, where a child may have additional needs, it may not be appropriate to give Red Cards or use the Colour System. They will still receive a consequence such as reparative conversation, missing play time to calm down and/or parents being informed of the incident, an Individual Behaviour Plan may be in place to support this child's needs. When an Individual Behaviour Plan is in place, this will be shared with all staff.

Anti-Bullying – see separate Anti-Bullying Policies

The school has an active anti-bullying campaign, supported by the No Outsiders scheme to tackle prejudice, though it recognises there will still be times when it has to tackle incidents directly. It is also recognised that in light of technological shifts, including where children are expected to be able to access work remotely, there is increased potential for Cyber Bullying. We will fully investigate any accusations of bullying and understand there are many complex issues that underpin these incidents. We will work with all parties involved to reach a resolution and actively involve parents at the earliest stage possible.

Children have been involved in the creation of a child friendly Anti-Bullying Policy that accompanies one for parents. We encourage children to speak out, to understand the term by-standing (and its implications) and to consider ways of protecting themselves against bullying (for example by knowing how to flag unwanted or hurtful remarks when interacting online). More importantly, we give children a range of strategies to take control of any situation they may find themselves in (considering who they can turn to for support).

It is recognised that the school needs to use a range of tools to support both the person being bullied and the perpetrator. Where necessary the school will draw on the skills of other staff members, including the SENDCO or Hub Leader to help the individuals.

Incidents of bullying will be logged on Arbor, monitored by the leadership team, Trust and reported to the governing body.

Repair

At Highgate Primary we feel that when a child has not followed the school rules, where possible we will give them the opportunity to repair the situation. This helps the child to understand the consequences of their actions but also enables us to “build bridges” between other students. This may be done through the Restorative Approach.

The Restorative Approach

At Highgate, it may be useful for everyone involved in an incident to be taken through the restorative approach. This can involve anything from an informal conversation (at teacher level) to a formal conference (at Key Stage Leader level and above). All members of the community involved in the incident are taken through the questions in order, therefore creating an understanding of the harm that has been caused to all parties. Facilitators will use the questions set out below.

Before the conversation the facilitator of the meeting will set ground rules, such as allowing each person to have their say without interruption, no shouting, no swearing and no physical violence.

The conversation starts by asking the party/parties who caused the harm the following questions one at a time

- 1) What happened?
- 2) What were you thinking at the time?
- 3) What have your thoughts been since?
- 4) Who has been affected by what you did?

5) In what way have they been affected

Next, the conversation turns to the party/parties that have been harmed and they are asked:

- 1) What happened?
- 2) What were your thoughts at the time?
- 3) What have been your thoughts since?
- 4) How has this affected you and others?
- 5) What has been the hardest thing for you?

Following this, the conversation returns to the party that caused the harm and they are asked: What do you think needs to happen next?

Lastly, the harmed party is asked: What do you think needs to happen next?

The restorative approach allows all involved to have their say and identify ways in which a relationship can be rebuilt and repaired and how the members involved can move forward. We believe that by giving the pupils the responsibility to discuss their own conflict resolution, the restorative approach gives pupils ownership of the ways to move forward. If pupils decide on the ways to move forward, then they are more likely to abide by the solution. It will also teach the children the skills and practices that they need to resolve and avoid conflict in the future.

We recognise that all children are individuals and we are flexible in our approach to addressing negative behaviour. The restorative questions underpin our policy, but we are also able to adapt our approach to behaviour issues to ensure it is suitable to the pupil's age and level of understanding. When working with Early Years Foundation Stage the focus will be on feelings and how they are caused. The use of emotion cards, teacher support and group work may also be used to support them. Children with low levels of emotional maturity or with Special Educational Needs will be supported in recognising how their actions have affected others or how they feel about an incident (perhaps using emotions cards).

Staff will investigate incidences of poor behaviour to determine who was involved. They will then use their discretion and knowledge of the pupils to decide who will take part in the restorative approach and how to implement the process.

Strategies for individual pupils

We recognise that children are individuals and require their own strategies.

For some pupils we may set individual behaviour strategies and targets. These will be set in agreement with the pupil, their parents, the teacher and either the Head of Key Stage, the Deputy Head or the Head Teacher. Targets will be SMART (specific, measurable, achievable, realistic and timed). Positive behaviour strategies tailored to the needs of the individual may be used that may be checked on a daily basis.

We may also use further support, available through the SENCo and outside agencies.

Code of conduct for the use of Physical contact.

To be read in conjunction with the LA document 'Child Protection Guidance for Employees in the Education Service' whose work brings them into contact with young people.

Positive Handling

On occasions it may be necessary to use reasonable force to ensure the safety of an individual, group of pupils or school property. Where necessary staff will receive training in positive handling to enable them to try a range of strategies to avoid having to use physical intervention however should these strategies fail, they are trained to be able to safely guide or care for a child in crisis.

"Team teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side effect' of ensuring that the service's user remains safe." (George Matthews, a Team Teach Director)

Where physical intervention is required on a regular basis, a risk assessment and positive handling plan can be put in place. This should be shared with staff and parents to enable them to support the child should they come to crisis point.

The Children's Act makes it clear that the welfare of a child is the most important factor in the way adults behave towards them. A few children will always challenge the authority of staff. If the challenge becomes violent or another child is at risk, staff have an obligation to act. Physical contact can be positive or negative. This code of conduct is an attempt to draw together the various threads found in different policies. The aim is to make a clear statement that can be a common reference point for staff, parents, governors, visiting professionals and the Trust. Hopefully it will support other work to promote child protection and also to minimise the risk of any adult being the victim of false allegations.

- We cannot expect to legislate for all physical contact but in the everyday life of a school there will be situations that legitimately involve some physical contact with children either in the classroom, around school and in the general management of behaviour.
- If children are not comfortable with physical contact, this should be respected; whilst opportunity to develop contact should be continued to be offered at an acceptable level.
- We acknowledge that some pupils may need and seek physical comfort at times. In response, staff must be aware that children can misinterpret words and actions.

Classrooms.

Pupils with an Education and Health Care Plan or challenging behaviour may have a written Positive Handling Plan, and an attached written Individual Behaviour Management Programme if appropriate.

It would be acceptable to:

- Hold a hand to give physical guidance for a set task eg; writing, learning to control scissors
- Taking a child from one room to another, holding a hand or using "careful c" grip to guide if necessary.
- Return a child to their seat, holding a hand or using "careful c" if necessary.
- Encourage participation in activities. Eg games.
- Lead a child to a time out area.

- Ensure a child's safety provided only minimal force that does not distress the child is used. If the child becomes distressed staff should not persist but try another approach. Any other physical contact to aid learning must be written up in an agreed plan, shared with parents, and signed by the head teacher.

Physical restraint or holding and calming should only be used as a last resort and as essential intervention to protect pupils / adults / equipment.

It must only be used in accordance with the following

- The child should be in immediate danger of harming himself or others, or danger of seriously damaging property.
- The member of staff should have good grounds for believing this.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants or witnesses.
- Once safe restraint should be relaxed to allow the child to gain self-control.
- Restraint should be an act of care and control, not punishment.
- Physical restraint should not normally be used purely to force compliance with staff instructions when there is no immediate danger present to people and property.
- The circumstances and justification for physical restraint should be noted immediately.
- Senior staff should take an early opportunity to discuss the incident with staff.
- The restraint should be discussed with the child if appropriate and the parents at the earliest opportunity.
- In addition, speak calmly as a way of reassurance.
- If there is a personal conflict (staff or pupil) that person should be removed from the situation.

Any of the above can only be used by trained staff, unless it is an essential intervention for safety.

This should be written into a Positive Handling Plan (see sample in Appendix 1). Pupils with challenging behaviours may have an Individual Behaviour Plan (Appendix 2 – sample plan) agreed by staff and parents.

Any physical restraint will be recorded in the behaviour record on Arbor.

Records will include the following details:

1. The incident, who was involved and who witnessed the situation.
2. Any holding and calming strategies used, above and beyond the agreed strategies for the individual pupil.
3. How the situation was resolved.
4. Points for future action.

The head teacher will monitor the number of incidents and determine any appropriate action eg contact the Educational Psychology Service or amend IEP.

The Chair of Governors will be informed of persistent challenging behaviours causing concern.

Support and training.

Dealing with challenging behaviour is both demanding and stressful, especially if staff are assaulted physically during the course of an incident. Any assaults should be recorded on the appropriate forms to ensure that the incident is on record both at school and with the LA. Staff will attend training courses as appropriate.

Relationships & Behaviour for Learning Policy

Written January 2016 by Mr T. Jenkinson. Initial review, October 2018 & February 2019.

Reviewed September 2021

To be reviewed September 2023 (or sooner where necessary).

Appendix 1: Example of Positive Handling Plan: Name of pupil.

Aims and Desired Interaction

1. Good sitting and listening
2. To join in/interact with in with peers and share
3. To recognise his/her own emotions and learn how to deal with them
4. Not to bite when frustrated
5. To talk to an adult when upset and ask for quiet time if needed

Situations when Behaviours may occur:

Break times

Outside activities

Small group sessions may lead to not wanting to share

Noisy class / over stimulated / over excitement

In line with peers / waiting

Warning signs

Hand flapping/bouncing

Opting out/ loss of interest/self stimulating/tracking

Over excitement/over stimulated / noise

Uncertainty or not knowing what is next

Preventative measures

1. Always keep eye contact when speaking to
2. Simple instruction one or two word level only
3. Make aware of time table of school day (half day at a time)
4. Use visual prompts to keep on task
5. Set seating ie. On chair, always accessible to adult help
6. Change of activity (Only when original task is complete offer alternative not free choice)

Strategies to deal with behaviours

1. Always speak calmly and clearly one/two word level
2. Praise all good behaviour/good sitting/listening at regular intervals
3. Redirect / different approach / different seat etc.
4. Planned ignoring or time out to discuss his concerns but must return to original activity
5. Reassurance / time table / agreed time to return to discussion if not at appropriate time
6. If needed time out (this is not a punishment but time to calm)

Monitoring of behaviour good and indifferent

A Behaviour Record sheet may be kept in each classroom, detailing any incidents that happen in the classroom. This is transferred to the Behaviour File is kept in the Head's Office weekly.

Sticker chart

Class observation sheet

School incident book

Notes may be made in reading record book to home or school

Physical contact

Holding of hand to guide. RISK ASSESS

Hand over hand with scissors or sharp tools

Assistance at toilet and when changing for P.E. swimming etc.

To encourage to join in an activity and keep attention

To lead out of room to calm if needed

To keep safe or to stop harm to others

At all times remain calm and use limited language appropriate to the situation. All incidents to be reported to Head and logged.

Appendix 2: Individual Behaviour Plan

Behaviour Strategy

Named Children

Playtime and lunchtime rules (Class teachers will discuss these with the pupils)

- ❖ Play must be acceptable i.e no rough play, hitting, pushing, shoving or kicking other children.
- ❖ When an adult speaks to them they listen and do not walk away.
- ❖ Will be polite to all adults.
- ❖ Follow instructions from all adults indoors and outdoors.

Consequences

- No warning if it is a physical / violent action
- Sent in to sit outside the office for the rest of play or lunchtime - **no verbal discussion** to take place while there.

A tick sheet will be available for recording and monitoring the number of incidents.

Named Children

1. *If they do not follow instructions or they walk away from an adult.*
2. *If their behaviour escalates and they get angry.*

Then a teacher should be sent for... (two positive handlers to go outside)

Consequences

- They miss the rest of playtime/lunchtime and then miss the whole of playtime and lunchtime the following day.
- They sit outside the office but no verbal discussion to take place until they have calmed down. (Class teacher to talk to them back in the classroom)

If the behaviour continues...

- Parents are sent for.
- Activities could be withdrawn if the behaviour is aggressive to others

Class Teachers will de-brief any incident that requires it, following advice from external advisers.