

# Highgate Community Behaviour Management



The school has 3 simple Golden Rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

**Ready** - Ready for learning, ready to listen

**Respectful** - Showing respect to their peers, to adults, to their environment, to themselves.

**Safe** - Safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part

<b>Five Pillars of Practice</b> The pillars of practice underpin our behaviour management system. Consistency runs throughout each pillar				
<b>Consistent, calm adult behaviour</b>  consistency, adult behaviour, emotional control, teacher expectations	<b>First attention to best conduct</b>  Praise in Public - PIP rewards, recognition, praise, motivation, engagement, class rewards, praise slips home, showing work to other adult	<b>Relentless Routine</b>  rules, routines, follow-up, non-verbal cues –  delivering sanctions – same language deliberate calm confrontation	<b>Learning Behaviours</b>  calm and safe learning environment, learning adapted to meet the learner's needs, resources to ensure children can assess their learning, working walls	<b>Restorative Conservations</b>  restorative practice, structuring sanctions, working with the most troubled, developing relationships
<b>CONSISTENCY</b>				

## Consistent, calm adult behaviour -

Key to this point is strong **relationships** with the children you look after.

Children want adults who:

- Remain calm and keep their emotions consistent - changing anger to shades of disappointment
- Respond to poor behaviour with deliberate calm
- They treat children how they would like to be treated (how they would like their children to be treated)
- Taking time to get to know each child and making them feel valued
- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Know their classes well and develop positive relationships with all children
- Demonstrate unconditional care and compassion
- Relentlessly work to build mutual respect

## First attention to best conduct

- Classes to have their own whole class reward system where the whole class get a treat i.e. film, extra playtime, trip to the local park
- Dojo's – linked to assembly certificates 25 Silver, 50 Bronze, 75 Gold, 100 Head teacher's awards
- Praise slips to be used to go home to parents
- Class stickers/charts to be used in individual classes

## Relentless Routines

- Daily register – Good morning and smile, children and adults using names
- Organised prepared lessons – resources ready for the lesson at the time of the lesson
- Fast five on the board for children to complete as soon as they come in so children have a focused activity.
- Adults on the doors at the correct time- children should not be waiting outside for adults to collect them

### Lining up

- When children line up in class, outside etc they lined up in register order. In KS2 classrooms this may be in 4 lines but still in register order.

### Playtime

Playground - First whistle children stop, second whistle – children walk to line up, walk to the line promptly – line up quietly outside the classroom door. When adult talks children stop talking. Walking **in line** into class silently.

Field - First whistle children stop, second whistle – children walk to line up, walk to the line promptly – line up **in single file** on the field. Walk quietly to the classroom door, when adult talks children stop talking. Walking **in line** into class silently.

- Transitions within classroom - calmly and quietly moving to tables/carpet
  - Hold up one finger: children stand
  - Hold up two fingers: children walk and stand behind chairs

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- Hold up three fingers: children sit down and start their work
- Transition within the classroom and to other rooms in school - Lining up quietly, walking silently to other rooms
- Corridor Expectations - ***Fantastic Walking***
  - Walking on the left-hand side of the corridor
  - Walking silently
  - Walking smartly
  - Walking in single file
- Assembly
  - Walking **in line** into assembly silently. Stay standing up until they are told to sit down. Join in with singing.
- **Stopping** - 5,4,3,2,1, - stopping and listening – this provides children with the time to make sure they have been able to follow the instruction having time to put things down etc.,  
Clapping Pattern – children stop and copy
- Encourage use of ‘Cold Calling’ and if children don’t know ask someone else and then the original child telling you the answer after hearing it . Hands up only to be used when necessary, (T&L policy)
- No shouting out when you want a class response - two hand up and say ‘together’– when you want all children to answer. Then it becomes a nonverbal cue with the hand action.

**Sanctions** – time out at playtime to finish work or have some thinking time.

- Reminder 1, Warning 2, Time out 3 – not written on a public board (but can be jotted down for adults)

Not to be recorded on board that is visible to others but adults can make a note on their note pad for themselves. We do not want to shame children and fame bad behaviour.	
1 – Reminder 2 – Warning 3 – Time out – thinking time	
<b>1. REMINDER</b>  1	I noticed you chose to ..... (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening  <i>Example - 'I notice that you are shouting out. You are breaking our school rule of being respectful. This is a reminder that is a 1 Please do not shout out. Thank you for listening.'</i>
<b>2. WARNING</b>  2	I noticed you chose to ..... (noticed behaviour) This is the second time I have spoken to you and this is a warning that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening  <i>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. That is a 2 now and it's a warning Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</i>
<b>3. TIME OUT</b>  3	I noticed you chose to ..... (noticed behaviour) You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc) Playground: You need to .....(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc) I will speak to you in two minutes  <i>Example - 'I have noticed you are being disruptive you are not ready to learn and it is not respectful for everyone else. That is a 3 you have now chosen to catch up with your work at playtime.'</i>

**Lunchtimes** - If a child is seen breaking one of the 3 Golden 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 asked to go into the classroom near the staffroom. They will be taken to a duty teacher inside who will decide if a red card is appropriate. If so they will carry out the restorative conversation (below) (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.

## Restorative Conversations

After going through the 1,2,3 process we undertake a restorative conversation. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. It allows children to talk through what happen, understand their behaviour and reflect on what has happened.

- What happened? (Neutral, dispassionate language.
- What were you feeling at the time?
- What have you felt since?
- How did this make people feel?
- Who has been affected? What should we do to put things right? How can we do things differently?

## Learning Behaviour

At Highgate we recognise if we do not get the learning conditions right for children then behaviour can change.

We ensure we provide:

- Calm and safe learning environment



- Learning adapted to meet the learner's needs – we recognise that if work is not pitched at the correct level this can cause a change in children's behaviour – work must be accessible and differentiated as needed particularly for SEN children.
- Resources to ensure children can assess their learning (briefing to move to Monday playtime so staff can be ready)
- Instructions are given clearly
- Lessons broken down into steps of learning
- Working walls, worked examples, scaffolding, word mat, mind map

See 'Teaching and Learning' policy for more specific method used.

For pupils with more challenging behaviour, the approach should be adapted to individual needs e.g. personalised meet and greets, ELSA time, personalised token time, 5-point scale

## Consequences

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.

If a child continues to not follow the rules, 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 answer the restorative questions 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 going beyond a 2 or has hurt another child, the teacher will record this on Arbor and inform parents who may be asked to come in to meet to discuss an appropriate way to support their child.

## Red Card Consequences

If a child is given a Red Card for poor lunch/playtime behaviour, they will miss a portion of their lunchtime, afternoon break (or that of the following day). If they refuse to come in they will miss the remainder of their lunchtime and/or their afternoon break. This will be classified as the equivalent of 2 red cards. Where possible we try to ensure any punishment is issued on the same day so 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 half 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.

## Exceptions

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

- Withholding participation in trips or activities or withdrawal from activities or access to certain areas (garden/play park etc)
- In the cases of persistent poor behaviour, parents will be invited into school at the earliest opportunity to discuss the issue with the appropriate staff and agree a strategy to help to improve the behaviour resulting in an Individual Behaviour Plan being put in place and shared with staff.
- 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 (updated April 2022).
- Should a child need to be escorted with assistance parents will be informed.

## 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 SENCO Assistant to help the individuals.

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

## **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.

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. Pupils with challenging behaviours may have an Individual Behaviour 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.

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