

Highgate Behaviour Curriculum

We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them.

The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the 'Highgate Way' curriculum is revisited with pupils and will continue to be reinforced throughout the year. Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of each term).

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 <p>Respectful</p>	 <p>Ready</p>	 <p>Kind</p>
<p>We are respectful to each other and we use our manners at all times.</p>	<p>We are ready to be fantastic learners.</p>	<p>We use kind words, kind actions and kind bodies.</p>
 <p>Resilient</p>	 <p>Try our best</p>	 <p>Curious</p>
<p>We are resilient and we do not give up.</p>	<p>We try our best and we are proud of our achievements!</p>	<p>We are curious and want to find out more.</p>

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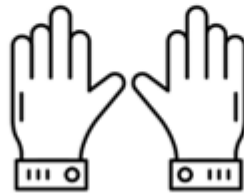
All the time	In the classroom	Moving round the school	Dinner time in the hall	Lunchtime/Playtime
<p>Respect</p> <p>We now that it is important to have good manners – using please and thank you</p> <p>We know that we listen to other people while they are talking and wait our turn to speak</p> <p>We know that it is polite to give eye contact to the person you are talking to.</p> <p>Kind</p> <p>We know that someone who is kind behaves in a caring way who thinks about others feelings</p> <p>We talk calmly and kindly to each other.</p> <p>Kind</p> <p>When we play games and someone wins we say well done to the other team/person (teamwork/sportspersonship)</p>	<p>Ready</p> <p>We have FANTASTIC learning:</p> <ul style="list-style-type: none"> · Face forwards, hands still · Always keep hands still · Never interrupt · Take Part <p>Always Listen Smart Sitting</p> <p>We know that we speak in full sentences</p> <p>We sit properly on a chair (chair legs on the floor sitting up straight) or on the carpet (legs crossed sitting up)</p> <p>We work quietly so that everyone can learn.</p> <p>We know that we need to tidy up our own workspace and the classroom</p>	<p>Respect</p> <p>We walk around the school using FANTASTIC walking so that others can focus</p> <ul style="list-style-type: none"> - facing forwards · walking · in a straight line · without talking <p><i>If children are not doing this, they must be sent back to walk again.</i></p> <p>We know that you should let any waiting adults through a doorway before walking through yourself.</p> <p>Ready</p> <p>We line up before enter the hall (all classes) and we walk to the hall in the line. We are collected by an adult to leave the hall to return to the classroom.</p>	<p>Respect</p> <p>We know that you should use a quiet voice in the dinner hall.</p> <p>We know that you should always try to use a knife and fork correctly (this will be explicitly taught in EYFS and KSI)</p> <p>We know that always walk in the hall</p> <p><i>If children are not doing this, they must be sent back to walk again.</i></p> <p>We know that you line up sensibly in the dinner line</p> <p>If children are not doing this they must be sent to the back of the line or back on the bench</p>	<p>Kind</p> <p>We know that you must play safely without hurting anyone.</p> <p>We know that we do not 'play fight' because we may hurt someone by accident.</p> <p>Assembly</p> <p>Respect</p> <p>We know that we do not talk during assembly</p> <p>If children are doing this name to be written down and they lose some of their playtime.</p> <p>Offices</p> <p>Respect</p> <p>We know that we need to knock on the door of the office and only enter when told to come in,</p>

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FANTASTIC LEARNING



Face forward



Always keep hands
still



Never interrupt



Take part



Always listen



Smart Sitting

Routines

Mornings

8:40 classroom teacher to open classroom door and greet children as they come in. Maths fast five on the board for children to complete in their 'Do Now' books. As the children enter the classroom they need to use the emotions chart. Daily register – Good morning/afternoon and smile, children and adults using names

- Organised prepared lessons – resources ready for the lesson at the time of the lesson
- Do Now 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
- Clapping hands pattern for children to stop and 1 2 3 4 5 – countdown to children know they need to start stopping what they are doing

Assembly

Walking in line into assembly silently. Stay standing up until they are told to sit down. No talking during assembly unless asked to if children are talking they lose 5 mins of their playtime.

Dinner Time

Year 1/Year 2

When going to dinner – line up in the classroom 'voices in', don't leave the classroom till silent. Remind children of our fantastic walking–lead adult to lead the children to the hall – adult stops on the top of the stairs when the line is mid-way down then follows into the hall. The adult ensures the children are settled in the line sensibly and on the tables sensibly then leaves. Anyone that is talking/running is sent back to the classroom

EYFS

Children line up in the classroom, 'voices in', don't leave the classroom till silent. Adult leads the children to the hall. The children walk in their line across to the hall, no running. The adult ensures the children are settled in the line sensibly and on the tables sensibly then leaves. Anyone that is talking/running is sent back to the classroom

Year 3

Children go outside until the whistle is blown to go in the hall. Lunch boxes and drink bottles to be in the cloak room, children to collect and then walk into the hall.

All classes - PE

Lead adult to line the children up and take the children to the hall silently in a line. After PE the lead adult from the classroom to collect the children with the children in a line silently. Anyone that is talking/running is sent back to the classroom

Playtime

First whistle blown children stand still, second whistle blown children walk to their classrooms and line up. The line-up quietly when an adult address them they are silent.

Do now

Year 2 upwards - in the mornings 3x weekly there are maths arithmetic questions on the board for the children to complete

After play – Fast Five on the board for maths for the children to complete

After lunch – Fast Five SPAG on the board for the children to complete independently

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All the time	In the classroom	Moving round the school	Dinner time in the hall	Lunchtime/Playtime
<p>What fantastic manners you are being really respectful.</p>	<p>At the start of every lesson go through the fantastic learning prompts.</p> <p>When lining up 'voices in'</p> <p>Please can you put the resources down in the middle of the table which will help you to listen and be ready. Do not start till everybody has stopped.</p> <p>I can see that you are ready to learn, thank you</p> <p>Scanning the room – wait for everybody I am just waiting for ...</p> <p>Sanctions – where needed – you are not showing me that you are ready</p>	<p>You are walking fantastically – well done!</p> <p>How do we move through school? Can you go back to... and show me fantastic walking please</p> <p>We are walking around silently to show respect to everyone so that they can learn.</p>	<p>Please can you line up sensibly being respectful.</p> <p>How do we line up? Can you go to the back of the line please and show me respectful lining up?</p>	

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	
1. Reminder 1	I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be respectful. You now have the chance to make a better choice Thank you for listening 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.'
2. Warning 2	I noticed you chose to This is the second time I have spoken to you and this is a warning that we need to ready. You now have the chance to make a better choice Thank you for listening 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.'
3. Time out 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 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.'

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 Head teacher 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.

Highgate Behaviour Curriculum

Lunchtime and Playtime Behaviour

We deal with lunchtime and playtime behaviour with three types of behaviour. We follow the approach outlined below for each time if behaviour

1. Behaviour when you don't know what you are doing is wrong.
2. When you know and understand that you should not be doing something – wrestling, play fighting, grabbing coats, climbing on things we shouldn't be
3. Red line behaviours – hitting, punching, spitting, bullying, prejudice

Consequences for behaviour at lunchtime and playtime

1. Adult will talk to you and talk about what you are doing that you should not be
2. Two minutes thinking time, with adult. This becomes five minutes if you do not listen or are rude.
3. Go to red card adult – talk through and parents may be called. You may lose more lunchtime

At lunchtime there is a rota of teachers on red card duty and at playtime a child will be brought into the class teacher or SLT.

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?



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

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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.

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.

Reviewed August 2023

Lunchtime and Playtime Behaviour System Consequences

1. Quiet words – be clear about what behaviour is now expected
2. Two minutes reflection time, accompanying staff member. This becomes five minutes only if the pupil is uncooperative or cheeky.
3. Referred to red card staff – whatever action takes place the child referred to the original member of staff (playtime teacher/SLT).

Lunchtime and Playtime Behaviour System

3 Types of Behaviour

1. Behaviour that when children don't know they are doing something wrong
2. Children know and understand they should not be doing something
3. Red line behaviours – physical, spitting, bullying, prejudice

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Lunchtime and Playtime Behaviour Consequences

1. Adult will talk to you and talk about what you are doing that you should not be



2. Two minutes thinking time, with adult. This becomes five minutes if you do not listen or are rude.



3. Go to red card adult – talk through and parents may be called. You may lose more lunchtime



Lunchtime and Playtime Behaviour 3 Types of Behaviour

1. Behaviour when you don't know what you are doing is wrong.

2. When you know and understand that you should not be doing something – wrestling, play fighting, grabbing coats, climbing on things we shouldn't be

3. Red card behaviours – hitting, punching, spitting, bullying, prejudice