

Highgate Behaviour Policy

At Highgate Primary School, we aspire to ensure that all pupils feel safe, secure and valued. We want pupils to grow socially, personally and academically and to become responsible, caring and successful members of society. Through restorative approaches, pupils are taught about right and wrong, fairness, justice and tolerance.

We believe that learning happens best when there are good relationships; between our staff, between our pupils, within the classroom, with parents and carers and with our wider community. Staff should seek to establish a calm and supportive environment where pupils feel safe and are listened to.

To achieve a purposeful, happy and safe environment, we set high standards, clear guidelines, and have an ethos of respect and responsibility.

Behaviour System

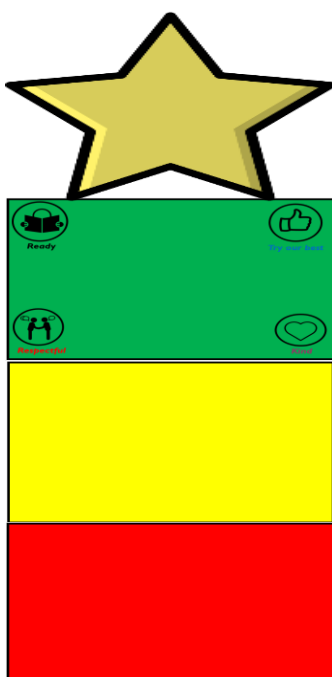
Our school values have been developed in conjunction with staff and pupils and are the foundation of a positive and consistent approach to behaviour management.

Our school values linked to behaviour are:

Respect, Try Our Best. Ready. Kind

These four values represent the expected behaviour, which we refer to as being “in green.” Our staff use language such as, “Well done, you are showing you are ready,” and “I really like the way you are sharing; you are being kind.”

The traffic light system is displayed in the classroom to help the children understand when they have made the wrong choices. Pupils who have ended the morning session on yellow or below will move back to green before afternoon lessons begin. If children are on the Star, they take a Star slip home to their parents/carers,



GREEN We all start the day on Green.

If you stay on green for the day they receive 2 dojo points.

Green is Great!

YELLOW - One warning will be given before being put on the yellow.

Children can move back from yellow on to the green when showing they are ready.

RED – if a child has have continued to show unexpected behaviour despite being given the opportunities to change. They will go onto the red. The child then misses some of their playtime/lunchtime.

After being on the red and losing their time all children go back to green.

STAR – For behaviour and attitudes that go above and beyond. A star slip to parents and 5 dojos are given to the child. Also, the child's name is written down for the chance to win a half termly prize.

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Serious Incidents

If a pupil is involved in a serious incident, which could include physically hurting or threatening another pupil or a member of staff, this will be logged separately and appropriate consequences put in place. Consequences will be discussed as a team and could include, missing break times, missing lunchtimes, internal seclusion or it may result in a fixed term suspension.

Rewards

All staff should take time to recognise positive behaviours and reward success through making proactive use of:

- ✓ Praise
- ✓ Smiles and visual encouragement
- ✓ Stickers
- ✓ Whole class rewards
- ✓ Visit to other members of staff for recognition and praise
- ✓ Certificates
- ✓ Class Dojo points
- ✓ Texts or phone calls home to parents
- ✓ Special responsibilities given to the child

SEN – There will be adjustments made for children with SEN and this will depend on the child and their need.



We use FANTASTIC LEARNING in class as a visual reminder of how we expected children to behave in class so that they can be FANTASTIC. learners.

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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

Poms Poms

We give out pom poms at playtimes and lunchtimes for good behaviour. The class with the most pom poms receives 'The Golden Tin' which has a reward in it for the class!

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.

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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 e.g. 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.

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Appendix I:

	Behaviour	Rewards/Consequences
Star	Children are displaying exceptionally positive attitudes and behaviour (that are above and beyond the expected level) to their learning and peers/adults in around the school.	<ul style="list-style-type: none"> • 5 dojo reward points • Star Slip to take home • Praise (verbal & non-verbal)
Green	Children are displaying appropriate behaviour and following school rules. Ready, Respectful, Try our Best and Kind	<ul style="list-style-type: none"> • 2 dojo reward points • Praise
Verbal Warning	<ul style="list-style-type: none"> • Talking to others whilst others are sharing ideas • Calling out • Bringing inappropriate equipment into school • Lack of respect/attention to others and school property • Wandering around unnecessarily during the lesson • Interfering with others and/or work • Telling tales about others • Delaying being on task • Coming into class inappropriately • Taking things without permission • Shouting/singing inappropriately • Deliberately annoying others • Not finishing work, despite support and encouragement • Answering back 	<ul style="list-style-type: none"> • Verbal warning • • Confiscating offending items • • Reminded of expectations • • Reinforce appropriate behaviour 'Well done for • making the right choices' etc.
Yellow	Behaviour continues after the verbal warning.	<ul style="list-style-type: none"> • Moved to yellow on the behaviour chart • Restorative conversation with member of staff • Reminded of expectations • Reinforce appropriate behaviour 'Well done for making the right choices' etc. required
Red	<p>Persistent yellow behaviour.</p> <p>Pupils will be moved straight to red for:</p> <ul style="list-style-type: none"> • Verbally abusive towards others, including using racist and/or homophobic language • Leaving the classroom without permission • Bullying others • Physically and/or verbally abusive towards others, including hitting, pinching, pushing, kicking and goading others • Deliberately damaging property 	<p>Moved to red on the behaviour chart</p> <ul style="list-style-type: none"> • Red slip being issued, this will be logged internally on school system • Miss minutes of lunchtime (if AM red) minutes of break the following day (if PM red) • Could be the involvement of SLT • Parents may be contacted <p>This is not a complete list and there may be other incidents that are not covered here.</p>