



# Highters Heath Community School Behaviour Policy

To be read in conjunction with these other policies and guidance:

- Safeguarding Policy
- Anti-Bullying Policy
- E-Safety and Acceptable Use Policy
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Equality Act 2010
- Special Educational Needs Policy
- School Code of Conduct for Employees and Visitors
- Medicines Policy
- Data Protection Policy
- Educational Visits Policy

#### Rights Respecting Schools' Article/s

**Article 12:** Every child has the right to express their views, feelings and wishes in matters that affect them, and have their views taken seriously.

**Article 24:** Every child has the right to education on well-being so children can stay healthy.

**Article 28:** Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.

**Article 29:** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Article 31:** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

## Aims and ethos

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At Highters Heath Community School we recognise that children's behaviour is central to the learning process and is an intrinsic element of our education here. As a school, we recognise the importance of having clear values and shared beliefs among all staff which underpin expected standards of behaviour and quality of relationships.

We acknowledge the relationship between low levels of emotional literacy and poor behaviour. We, therefore, believe in promoting self-esteem, self-discipline and a responsibility to others. The behavioural environment is key, and we are constantly working to improve the context in which our children learn. We seek to develop emotional intelligence as a key to help our children become socially and educationally successful. Fundamental to our school's ethos is our commitment to supporting children to make the right choices and to encourage children to express their emotions appropriately. Without this crucial work we believe that, where poor behaviour is a barrier to learning, outcomes for our children will be of no lasting significance.

Bullying of any description will not be tolerated. Further details of how the school works to combat bullying can be found in the Anti-bullying Policy.

## Our rules

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At Highters Heath Community School we aim to promote positive attitudes and respect through our three rules:

### Ready

- to learn (attentive quickly, correct sitting position, with equipment, focused)
- to go outside (promptly, lined up nicely, coats on etc)
- to walk through school (quietly, orderly line, using stopping points)

### Respectful

- to staff (following instructions, answering questions, using manners)
- to each other (taking turns, celebrating others success, using kind words)
- to everyone (everyone is welcome in our school)

### Safe

- inside (we walk around school following the instructions of adults)
- outside (we make safe choices to ensure no one gets hurt)
- with school equipment (using it sensibly for the correct purpose)

Our aim is to promote positive attitudes, respect and ownership of behaviour.

Staff use the rules to highlight the behaviour they want to see around school. We ask children, "Are you ready, are you being respectful, are you being safe?" Expectations are reinforced through assemblies and the hidden curriculum, in the way staff interact around

school and the way they talk to pupils. There is a high a standard of behaviour expected of all pupils at all times.

## **Responsibilities of staff and governors**

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It is the responsibility of all adults in school to promote the school standards ensuring the good behaviour of all pupils, not just those in their own class or group. They must follow the guidelines consistently and at all times, whether the children are in the classroom, the playground, or moving around the school. Similarly, all adults in school must deal with any behaviour difficulties in the same way and must be treated with the same respect by pupils.

Teaching staff are expected to:

- Manage behaviour effectively to ensure a good and safe learning environment.
- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school.
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, rewards and sanctions consistently and fairly.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Raise any concerns regarding pupils' behaviour with the relevant Phase Leader, Assistant Headteacher or the Headteacher.
- Support other members of staff with behavioural issues involving individual pupils or groups of pupils.
- Immediately contact a member of Senior Leadership Team (SLT) when there has been a serious behaviour concern.
- Contact parents/carers regarding a child in their care's behaviour where necessary.

Children are made aware that there are behaviour expectations both in and outside school and staff have a duty to uphold these.

The Regional Governing Board will annually discuss and agree this policy. They will support the Headteacher and the SLT to enforce the policy.

Parents/carers will:

- Encourage good behaviour and for their child to be an ambassador of the school at all times, in line with the Behaviour Policy, by reinforcing school rules.
- Share any concerns they have regarding their child's education, welfare, behaviour and life at Highters Heath Community School with the pupil's class teacher, or a member of SLT.
- Support their child's independent learning.
- Support the school's decisions in relation to behavioural issues.
- Ensure good attendance and punctuality of their child, as well as reporting any absences.

## Behaviour management strategies used in school

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It is important to focus on the behaviour as unacceptable, rather than the pupil who is responsible. When dealing with incidents, staff differentiate between the behaviour and the pupil and as such a child is never called 'naughty'.

Good management, careful planning and clear whole-school procedures provide a framework for promoting good behaviour but there does need to be some flexibility to cope with the unpredictable and the unforeseen situation. There can never be a formulaic response, and staff should use their own judgement when dealing with a situation.

Using praise and house points effectively can have a powerful effect on a child's motivation to work better and behave well. Praise should be given publicly – at Highters Heath Community School children who make good choices get attention. Each classroom has a **Recognition Board** to recognise each individual's effort towards a common goal. These boards celebrate effort (rather than achievement) and should recognise each individual within the classroom – the aim is to have everyone's name on the board by the end of the day.

Children who have gone over and above the behaviour expectations will be nominated by teaching staff for **Hot Chocolate Friday**. The SLT will pick a selection of names out of the nomination box to share hot chocolate with on Friday afternoon.

At Highters Heath Community School we:

- **Use praise generously** with young pupils but are inclined to be more discriminating with older Key Stage Two so that praise has a meaning and value.
  - **Catch the child being good** and so deliberately look for good behaviour.
  - **Give praise early**. Show approval early in the lesson so that the tone is set and then kept to, and so that typically well-behaved children are acknowledged.
  - **Avoid actions that could spoil the effects of praise**. Sometimes it may be beneficial not to give a reprimand to a child, but to give praise to a child nearby who is working well.
  - **Ensure that praise informs** by describing the behaviour you are praising. Non-verbal prompts may also be used to great effect.
  - **Praise for effort and social acts as well as academic achievement**.
  - **Use praise to communicate the message** "I know you can do it!"
  - **Relay** favourable remarks from other classes or adults.
  - **Be genuine**.
  - **Some praise may be in private** for a child who has reported a bully, or for a child who may become embarrassed.
- **DO NOT shout unless it is absolutely necessary and do not use sarcasm.**

## Unstructured times

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There are the same behaviour expectations during more unstructured times such as break and lunchtime. House points are awarded, gold lunchtime tokens count as double.

In the event of poor behaviour choices at break and lunchtime the following measures are put in place:

- In the event of a child being hurt by another child at lunchtime or a serious breach of school rules taking place, an investigation takes place and the Senior Mid-day Supervisor notified of the details. At break time one of the adults on duty will investigate in the first instance and pass the information on to the Behaviour Lead.
- If a child has an injury, the information will **always** be passed onto the teacher.
- If a consequence is required (such as Serious and Very Serious sections of the table below) the children can be brought to Reflection and a member of SLT is notified.
- Consequences and actions taken will then be recorded and people notified as necessary.

## Staff Development and Support

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All staff participate in training at least annually to review and refine the policy and practice. Some staff will access additional support and training dependent on the stage of their career or the particular cohort of children they are working with.

## Rewards and Sanctions

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Good behaviour is rewarded by house point tokens. Children are given a house at the start of the academic year and house points are awarded in class and around school for high standards of behaviour and positive attitudes to learning. The house with the most points at the end of each half term receives an afternoon reward. Stickers, certificates and praise are also used to reward positive behaviour.

It is important that sanctions are applied **consistently** by **all staff, following an investigation of the reasons behind the behaviour**, and that the correct child or group of children receive the appropriate sanction.

Blue cards are used as a system of recording behaviour. In this system a child receives a warning and if the behaviour does not improve a second warning. If further reprimands are required this will be recorded on the blue card, leading to a missed break with the teacher. If a child receives a second record in the same day, they have some time out of the classroom to reflect on their behaviour. This may be in another classroom, in Reflection or with a member of the SLT. If children receive a third record in a day or three blue cards in a week, parents are notified by a member of the SLT as appropriate. The child may miss their next lunchtime. All reprimands will take place in private.

When poor behaviour is identified, sanctions are implemented consistently and fairly.

These sanctions include:

- Two verbal warnings leading to a blue card if repeated.
- Phone call home to parents leading to a meeting in school where necessary.
- Staying in at break or lunchtime to complete missed work.
- A letter of apology written during break.
- Loss of privileges e.g. football at lunchtime.
- Time out in Reflection.
- Remaining in school for a short time at the end of the day to complete missed work. In these circumstances, the parent will be asked to join the child completing the work.
- Behaviour monitoring charts/books.
- Work sent home together with an 'Imposition Letter' informing parents of the need to make up lost learning time at home.

Where children complete a lunchtime consequence, they will be given reasonable time to eat, drink and use the toilet.

While sanctions are used, we recognise that behaviour management is best promoted by positive behaviour reinforcement. We work carefully with a child experiencing difficulty, investing in their individual needs to find a solution.

### Outline of possible sanctions and consequences of undesired behaviour

	Example Incidents *	Possible Actions
<p><b>VERY SERIOUS</b></p> <p>Member of SLT notified immediately</p>	<ul style="list-style-type: none"> <li>▪ Attacks on staff or pupils, verbal or physical</li> <li>▪ Stealing</li> <li>▪ Anything dangerous</li> <li>▪ Total loss of control</li> <li>▪ Damaging property</li> <li>▪ <b>Persistent</b> bullying (See Anti-Bullying Policy)</li> <li>▪ <b>*Persistent</b> racial abuse</li> <li>▪ <b>*Persistent</b> homophobic or transphobic language</li> <li>▪ <b>*Persistent</b> Anti-Disability Language</li> <li>▪ <b>*Language to persistently</b> discriminate against faiths</li> <li>▪ <b>Persistently</b> becoming involved in fights</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reprimand or warning</li> <li>▪ <b>Loss of lunchtime</b></li> <li>▪ <b>Loss of school clubs</b></li> <li>▪ Member of SLT meets with parents to discuss joint action</li> <li>▪ Involvement with other agencies</li> <li>▪ Behaviour Support Plan drawn up</li> <li>▪ <b>*Entered in bound and numbered book if needed</b></li> <li>▪ Team Teach</li> <li>▪ Isolation</li> <li>▪ Exclusion</li> </ul>
<p><b>Serious incidents</b></p>	<ul style="list-style-type: none"> <li>▪ Deliberate rudeness to staff</li> <li>▪ Being disruptive</li> <li>▪ <b>Persistent</b> name calling</li> <li>▪ <b>Persistent</b> swearing</li> <li>▪ <b>* Racial abuse</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Reprimand or warning</li> <li>▪ Isolation at playtime for playtime incidents</li> <li>▪ Time out of class</li> <li>▪ Loss of privileges</li> </ul>

	<ul style="list-style-type: none"> <li>▪ * Homophobic or transphobic language</li> <li>▪ *Anti-Disability Language</li> <li>▪ *Language to discriminate against faiths</li> <li>▪ Improper use of Technology</li> <li>▪ Play fighting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Involvement of outside agencies</li> <li>▪ *Entered in bound and numbered book if needed</li> <li>▪ Team Teach</li> </ul>
<b>Incidents of Concern</b>	<ul style="list-style-type: none"> <li>▪ Less serious rudeness</li> <li>▪ Lack of co-operation</li> <li>▪ Swearing (One off)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reprimand or warning</li> <li>▪ Segregation within the class</li> <li>▪ Loss of privilege</li> <li>▪ Loss of 15 minutes next break</li> </ul>

\*In all of the above examples, the context and child's current situation would be taken into account.

## Exclusions

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Exclusions at Highters Heath Community School are very rare and will only be used after thorough investigation. The Headteacher and Governing Body implement the Birmingham Local Authority guidelines on fixed term and permanent exclusions.

The decision to exclude is ultimately the Headteacher's decision although advice may be taken from the Behaviour Lead or other members of SLT. If a serious behaviour incident occurs a fixed term or a permanent exclusion may be used as a sanction. Examples of when such a sanction may be appropriate include:

- Assault of another child or member of staff.
- Threatening and aggressive behaviour towards another child or member of staff.
- Damage to school property.
- Defiance and refusal to follow school rules.

This is a non-exhaustive list, and each incident will be investigated on its own merit.

In the event of any type of exclusion, the Headteacher or another member of the SLT will inform the pupil's parents/carers of the exclusion via written notification, which outlines the nature of the incident, the exclusion duration and any alternative provision supplied. Fixed term exclusions can vary in length and can be from 1 day up to 15 days.

The Headteacher has the ability to permanently exclude a pupil who has behaved in manner consistent with a serious incident as described above, or who is a persistent offender. Permanent exclusions will be considered by the Governing Body for authorisation.

## Support for pupils

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Reflection supports all school staff to deal with the emotional and behavioural issues of children throughout the school.

DfE Guidance 'Mental health and behaviour in schools' (March 2016)

***"The role that schools play in promoting the resilience of their pupils is important, particularly so for some children where their home life is less supportive. School should be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems."***

The main functions of Reflection are:

1. To provide a welcoming and safe environment where children can come for emotional support when they encounter difficulties in class or/and the playground.
2. To resolve conflicts when a child has made a poor choice; and to develop strategies to prevent the same happening in the future.
3. To work with children individually or in small groups to develop their self-esteem and confidence through various engaging activities.
4. To support staff in creating a positive learning environment for all children.
5. To work closely with parents of children who have behavioural and/or emotional difficulties.
6. To provide a safe area where children and/or parents can receive support from outside agencies.

Reflection is not just a behaviour intervention; our aim is to help children overcome any barrier to learning.

Some pupils require more sensitive and differentiated approaches to behaviour support. There are clear lines of communication between the SENDCo, the Pastoral Support and the Behaviour Lead to enable the correct support to be offered to those with additional safeguarding or special educational needs.

## Searching, Screening and Confiscation DfE Guidance (2022)

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School staff can search a pupil for any item if the pupil agrees. The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks



- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Where a person is searching without consent, two adults will be present. Where possible at least one of these adults will be of the same gender as the child. Parents will be informed. Police will be informed where the item confiscated causes an offence.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

### **DfE Guidance on the 'Use of Reasonable Force' (2013)**

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Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- restrain a pupil at risk of harming themselves through physical outbursts.

A number of members of staff at Highters Heath Community School have undertaken Team Teach training in order to have the option to employ positive handling strategies safely when needed. Reasonable force may be used in the situations listed above. A record of restraint is completed by the staff involved each time there is an incident and parents are informed.

### **Working with parents and outside agencies**

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A good partnership with parents is essential in supporting children in making positive behaviour choices. This partnership should be strongest with the child's class teacher. If behaviour begins to give cause for concern, a meeting will be scheduled between the parents, class teacher and a member SLT as soon as possible for a plan to be formed.

There are times when parents may feel that something has happened which is not in keeping with this policy. In these circumstances parents should arrange to speak to the

teacher or a member of SLT (as appropriate) so the situation can be discussed, investigated and resolved.

A range of outside agencies may become involved in the case of children with more severe behaviour or medical problems. These include:

- Educational Psychologists
- Forward Thinking Birmingham
- Children's Services
- Community Paediatricians
- Attention Deficit and Hyperactivity Team

Information shared with these agencies is subject to Data Protection Principles and all referrals made with the approval of parents.

## **Managing Transitions**

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During moments of transition, between years, key stages or school settings it is important that all information is shared with those who need it. Arrangements are in place as appropriate for teaching staff to share their knowledge and expertise with the child's next class teacher or setting.

For some children the transition arrangements need to be more specific. It may be that these children need more time to meet with the new teaching staff or require more in-depth information sharing.

## **DfE Guidance on malicious accusations from 'Dealing with Allegations of Abuse against Teachers and Other Staff.' (March 2012)**

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The school takes every opportunity to foster and maintain positive relationships between staff, pupils and parents. In the event of an accusation against a member of staff, there will be a thorough investigation involving the Police and social services where necessary. If a pupil is found to have made a malicious or false accusation against a member of staff, appropriate action will be taken which may result in a review of their place at school.

The Governing Body is responsible for the pastoral care of staff accused of misconduct.

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