

# High View Primary Learning Centre



Policy:	Behaviour	
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# 1. Intent and Aims:

At High View Primary Learning Centre, we seek to create an environment in which effective teaching and learning can take place. In addition, we develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.

## **Aims**

*In order for there to be an ethos of positive behaviour in school, the school aims for:*

- 1) Good relationships with mutual respect between pupils and adults;**
- 2) Teachers' high expectations of pupils academically and socially;**
- 3) Curriculum and teaching methods well-matched to pupils' needs;**
- 4) The nurturing of pupils' growing maturity and self-esteem.**

To enable our aims to be met and our vision to become a reality, we recognise the need for shared codes of conduct at whole school and classroom level.

## **Golden Values**

The school adopts a set of Golden Values (previously known as Golden Values). These are:

- **Be gentle**
- **Listen to people**
- **Work hard**
- **Look after property**
- **Be honest**
- **Be kind and helpful**

All classes must participate in the generation of, and have ownership of, their own classroom values. These dictate the ethos and expectations of behaviour in individual classrooms and support the school's Golden Values.

Expectations of behaviour outside are outlined in the Playground Values. Expectations of behaviour at lunchtime are also set out in the lunchtime values.

Due to the Golden Values (previously known as Golden Values) being embedded into the school ethos and vision, the pupils and staff have implemented 6 characteristics to demonstrate becoming the best they can be. These are:

Motivated  
Independent  
Resilient  
Tolerant  
Responsible

Respectful

### **Circle Time**

Circle Time provides a perfect vehicle to share children's concerns and to address these in a communal way. Positive behaviour is supported through various activities based on the programmes suggested by Jenny Mosley. All classes in school experience Circle Time on a weekly basis.

### **Golden Time**

As a reward for good behaviour and keeping the Golden Values, all children in school have the opportunity to choose an activity that they engage in for 45 minutes on a weekly basis. The activities are varied and are influenced by the children through the School Council.

## **2. Legislation and Guidance**

- The policy complies with Section 89 of the Education and Inspections Act 2006.
- The policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

### **3. Roles and Responsibilities**

- The approach we take to the behaviour of pupils at High View was developed by the senior leadership team, teachers, teaching assistants, governors and pupils. Parents were consulted and their views were taken into account.
- Close co-operation with parents is essential; every possible effort should be made to encourage their support and understanding. Staff are expected to work with parents in a partnership to support the promotion of high standards in the children's behaviour. Any parents who feel unable to cope with their child's behaviour will be offered, or should seek advice from, the school's Parent Support Advisor and/ or the school nursing team.
- Poor behaviour can also stem from personal problems or home difficulties. Therefore, adults in school need to form a trusting and stable relationship with the children in order to provide pastoral support. When necessary, we liaise closely with external support services such as Educational Welfare, Psychological, Social and Community Services and the police, so that this background of understanding of the needs of the child and the provision of the right support can be achieved.
- Pupils are more likely to accept the school's code of behaviour if it is clearly understood, consistently and fairly applied and shown to be reasonable. Children are confused by too much variety of attitude and expectation. Accordingly, acceptance and implementation of school's policy by all staff is important.
- Educate the pupils to understand the importance of being a positive citizen through the teaching of relationships, sex and health education (RSHE) which includes learning aimed at developing the understanding of respect, tolerance and responsibility of accepting differences and behaving in the most positive way to all.
- Ensure children are equipped with knowledge of key concepts, such as child sexual exploitation, child criminal exploitation, physical violence and peer-on-peer abuse, at a level appropriate to their age and understanding.
- Ensure that allegations of peer-on-peer abuse, sexualised behaviour and discrimination are dealt with effectively.

## **4. Implementation: Organisation/Planning/Inclusion**

### **Team Points System**

At High View we operate a team points system.

**We never take away team points.**

All children are members of one of the five houses –

**Leading Lions**

**Champion Cheetahs**

**Terrific Tigers**

**Perfect Panthers**

**Cool Cougars**

Children are awarded team points as a positive reward in any situation in which they are deserving of praise.

At the end of each half-term, the team points are collected and totalled and a reward is given to the winning team.

### **Rewards**

Our emphasis is always on the positive approach of encouragement and praise, rather than on the more negative one of criticism and punishment. In any case, criticism should always include advice on how to improve and should be constructive in its approach.

Praise is given in many ways and, without any attempt to put this into value order, includes: a quiet word or encouraging smile; a written comment on pupils' work; a reward sticker; a visit to the head teacher for a head teacher's award; the awarding of team points; a public word of praise in front of the whole class or year group; public acknowledgement by giving some special responsibility; public acknowledgement in Special Mentions; informing parents of some action or achievement deserving praise or a phone call home. As part of the behaviour policy in school, every child starts the day on either the sun (Foundation Stage) or the 'A' for 'Always'. The Always children are rewarded with an Always sticker at the end of each week for following our Golden Values.

In Key Stage 1 the children have individual merit cards and are awarded merit stamps in recognition of good behaviour. They collect these stamps in order to achieve bronze,

silver and gold awards. A bronze award achieves a certificate, a silver award earns a pencil and the gold award a book.

In Key Stage 2 children are rewarded at the end of each half-term through 'P.R.I.D.E.' awards, which are for overall achievements, and success postcards for academic achievements, which are awarded by their class teacher. All P.R.I.D.E. awards are celebrated in Key Stage assemblies prior to being taken home. As school uses Class Dojo, points are also collected on this forum so parents can see, and these are counted as team points for the Big Cat groups.

### High View Honours/Special Mentions Assembly

Each week we celebrate the children's behaviour in a whole school assembly. Teachers nominate one child from the class each week. During the assembly, the nominated child is presented with a certificate bearing their name, which is taken home.

### Sanctions

School operates based on restorative practice; this is completed through our Golden Rule reflection time. To support the pupils they begin the day in a positive manner and are on the sunshine or Always sign.

- All children begin each day with their name label/ photograph on the Always board.
- If a child displays inappropriate behaviour, they are given a verbal warning about that behaviour.
- If there is repetition of poor behaviour then the child is quietly spoken to by the teacher reminding them of expectations and how this should look.
- If a further incident occurs, then the adult makes a discreet note that the child needs some support and to speak to them at break.
- If another incidents occurs, the child's name is recorded and the restorative discussion takes place. If further support is needed, actions will be put in place and SENDCo asked to complete observations.
- A record book will be kept in the classroom room which will be maintained by the class teacher and monitored by phase leaders, deputy head and head teacher.
- If a child is recorded three times, the class teacher will make contact with the parents and inform the phase leader to support the child. If further incidents are recorded, the deputy head will become involved and then the head teacher.
- There is also an agreed list of behaviour which takes the children directly to Golden Rule reflection time (see Appendix One), although staff will use their discretion based on their knowledge of the child and the situation.
- Children will only be placed in the behaviour room at playtime for inappropriate behaviour and **not** for other issues, such as not completing homework.

## **Lunch time procedures**

The stages for the time out area are very similar to how the restorative practice system works within learning time. Here are the stages:-

- If a child is spoken to once about the behaviour, it is classed as a first warning.
- If there is a concern about their inappropriate behaviour then they will be sent to see Lisa Hibberd or Rachel Paling regarding their inappropriate behaviour. This is then passed to class teacher.
- If there is any violence towards another child then they will be sent to a member of the SLT straight away where the child will be spoken to about their behaviour and have time out there. The child will then be sent to the behaviour room in the afternoon due to the severity of the incident.

## **Nursery and Reception Behaviour System**

All the children will have their picture on the sunshine at the start of the session to show they are all behaving well.

If a child is spoken to about inappropriate behaviour or repeated behaviour e.g. not sitting properly, not looking after the resources properly, then the child is spoken to and may have some time out.

If the behaviour is deemed inappropriate for their age or continued and prolonged then the child will be sent through to either the FS leader or another member of staff. During this thinking time the adult will spend some time discussing what has happened so that the child is reflecting on their behaviour and actions.

If a child behaves in a positive manner then their picture will be moved to the rainbow so that any other member of staff can make a positive reaction to their behaviour.

## **Expectations for positive behaviour off the school site**

At High View Primary Learning Centre we have high expectations of the behaviour of our pupils when off school premises. This includes behaviour on activities arranged by the school such as educational visits and sporting events, behaviour on the way to and from school and behaviour when wearing the school uniform in a public place.

## **Equal Opportunities**

All children are treated equally regardless of gender, race, disability or ethnicity. This means that all children have access to the same reward and sanction systems. However, where necessary, amendments and modifications to the systems may be made. Our policies have the advantage of consistency but we will always make reasonable adjustments for pupils' special educational needs. Therefore, when adults deal with inappropriate behaviour we accept that there will be circumstances in which some pupils

may be treated differently from others and we will take account of these individual pupil needs when applying restorative practice.

## **5. Impact: Monitoring Arrangements**

- Every class keeps a Golden **Rule** Reflection Folder which is analysed every week by the behaviour lead and more formally every term, after which the class will reflect on the Golden **Values** in PSHCE dedicated reflection time.
- The effectiveness of the policy is monitored through School and Class Council, through school assemblies and through PSHCE lessons.
- Miss Smith logs all behaviour reports and, after analysis, gives feedback to class teachers. Action plans are then made by the class teacher in relation to targets and areas of development.

## **6. Links to other policies**

- Anti-bullying Policy
- Exclusion Policy
- PSHCE Policy
- Safeguarding Policy

## **Appendix One**

Inappropriate behaviours that would cause a child to need restorative practice

- Being rude
- 'Silliness' or inappropriate behaviour
- Talking when others are talking (including in assembly)
- Name calling
- Inappropriate language
- Not getting on with work
- Disrupting others' learning
- Shouting out in class

Inappropriate behaviours that would cause a child to move directly to needing senior leader support

- Bullying
- Fighting
- Deliberately hurting another child
- Putting others at risk
- Deliberately damaging property
- Racist incidents or comments

## **Appendix Two**

### Behaviour Policy 2020 Covid-19 Addendum

At High View Primary Learning Centre we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, the Behaviour, Anti-Bullying and E-Safety policies. These adjustments are set out below:

#### Arrivals, Departures and Moving Around School.

Children will enter school through their designated entrance at the agreed time. Children will enter with their parent/carer and will go straight to their class bubble, keeping a 2m distance from any other individual as outlined in information given to parents and carers. There will be markers on the floors to support with social distancing. At their designated home time, children will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them, again keeping their distance using the markers on the floors as a guide. Movement around the school will be limited. Children will only leave their classroom bubble to go for break, lunch or outdoor learning. Children will follow the adults in their bubble on their designated route. Children must have a responsibility for their own equipment e.g. water bottles, and ensure that these are not shared with other pupils.

#### Handwashing and Hygiene

Children will be expected to follow all handwashing and hygiene routines while in school. Children will wash hands /use antibacterial gel on entering school, after returning from outside, before and after eating and at regular intervals during the day. We ask children to follow the 'catch it, bin it, kill it' mantra when in school; if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school. Should a child not follow these routines, disciplinary procedures and sanctions will be used (see below).

#### Social Distancing

Children who are old enough will be expected to socially distance from their peers and adults in school and on the playground/field at all times. When children enter their bubble, they will be expected wash their hands and go straight to their table. Children will put their hand up if they need an adult's support. Teachers will ensure that pupils, where ever possible, adhere to social distancing measures. We understand social distancing may be more difficult for younger children, and they will be encouraged

wherever possible to keep a distance from peers and adults; however, we understand this may not always be possible.

### Toilets

Each bubble will have their own toilets to use. These will be indicated by signs on the toilet doors. Children will be supervised and encouraged to use the toilets one at a time (this may not always be possible with FS children). When a child has finished in the toilet they must wash their hands. An adult will then spray and clean the toilets before use by another child.

### Break times

Children will have a designated place to play during break times with their bubble. Children must stay in their designated area at all times.

### Rewards

Teachers and teaching assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible. Miss Smith will be holding a virtual celebration assembly each week, High View Honours, for children keeping the Golden Values.

### Behaviour in school

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as hand washing, social distancing, remaining in their bubble or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people, the following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.
- If the health and safety of other pupils and staff members is put at risk by the pupils not adhering to safety measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion could be applied.

### Pupils with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour upon return to school. This may present as frustration as a result of being isolated from friends or having missed a significant event or experience. Others may have experienced bereavement or

loss, or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences children may present with behaviour that is not usual, which may include:

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment. School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will endeavour to make the necessary adjustments to reduce whatever is triggering the challenging response. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as educational psychologists or Early Help.

#### Pupils working from home

When interacting with other pupils or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' of, or peers to, pupils. Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via Seesaw/Purple Mash, or any other platform will be taken very seriously. This is also the case for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.