



Highgate Primary Academy

Behaviour Policy

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Highgate Primary Academy Behaviour Policy

At Highgate Primary Academy, our aim is that every member of our school community should feel valued and respected and that children should be able to behave in socially acceptable ways.

We are a caring community whose values are built upon mutual trust and respect for all.

Our school's behaviour policy is designed to support the way in which all members of our school community live and work together. It aims to promote an environment in which everyone feels happy, safe and secure. This policy runs in conjunction with other school policies such as the anti-bullying policy and the safeguarding policy. School acknowledges its responsibility with regards to the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs or disabilities (SEND).

To be socially acceptable, we believe that children should:

- treat other children and adults with respect
- speak politely to other people
- have self confidence and high self-esteem.

To encourage this, staff will:

- treat all children and adults with respect
- speak politely to all other people
- praise children's efforts and achievements as often as they can, using a range of possible rewards
- explain to children what they should have done or said when they get it wrong and use our Consequence Ladder
- tell parents about their child's efforts and achievements
- avoid using critical or sarcastic language.

School rules are kept to a minimum and we expect all adults and children to follow them. The Golden Rules are then expanded by the children into their own Class Charter, in accordance with the features of UNICEF's Rights Respecting Classrooms.

Our School Golden Rules

The 4Cs
Take Care
Be Courteous
Show Common Sense
Co-operate

Our behaviour policy is applied consistently across school and children are able to see the inevitable results of positive and negative behaviours in displays in every classroom.

Rewards for positive behaviour

Children who behave appropriately will be rewarded in one or more of the following ways:

Positive praise

Children are given positive praise when they demonstrate good behaviour. Praise will be precise to encourage children to repeat this behaviour.

e.g. "Thank you for being courteous and opening the door for me." Or, "Well done for showing common sense and walking through school."

Green tickets

Lunchtime supervisors and school cooks have green tickets that will be awarded for good behaviour at lunchtime. All green tickets are put into a hat and a selection are picked to choose a prize each week.

Golden Tickets

Lunchtime supervisors and school cooks have golden tickets that will be awarded for good manners and eating habits at lunchtime. Golden tickets go into a draw to be on the 'golden table'. One person will be drawn from each year group. Each winner will be allowed to eat at the 'golden table' with a friend of their choice.

Golden Time

Children in year 2 and above will be awarded Golden Time at the end of each week. Year 1/Foundation Stage children will have golden time daily.

House Points

Children are assigned to either Red, Blue, Yellow or Green house. They earn house points during lesson time for positive behaviours. The weekly totals are revealed in special mentions assembly, and the winning house at the end of the year will win the House Point Trophy.

Star of the Week

Each teacher selects a 'Star of the Week' and certificates are presented during Friday's special mentions assembly. 'Maths Master' and 'Star Writer' Awards are also presented at this time.

Consequences for negative behaviour

We will not accept the following behaviour from children or adults:

- use of rude or unkind language
- disruptive behaviour
- hitting, kicking, biting or other such physical responses
- racist or sexist remarks.

If such behaviour occurs in class, the consequences of the child's behaviour will be moving down the consequences ladder.

Reminder

Children are reminded that they are making a bad choice and that they are breaking our behaviour rules- "You are choosing to break our rules, think about how you can change your actions to avoid moving down the consequence ladder. Make a good choice to avoid being moved." Their name is rotated 90 degrees to signify that this reminder has been given.

Choice

Children are given a choice and moved out of green on the Consequence Ladder- "If you choose to continue... then you will be moved into amber. However, if you do what is expected and ... you will not be given a warning and will have made a good choice. I know what I'd do!"

Warning

Children are again given a choice, but this time, they are moved into amber on the traffic light and their name and details of the behaviour are recorded in the behaviour log.

Red

Again, another choice reminder is given. The child's name is moved into the red traffic light and the child loses 5 minutes of their Golden Time. This is signified physically by the child colouring in a five minute block on the class golden time sheet. If the child has already lost one 5 minute block that day, then a second block will signify the loss of 3 minutes. During their missed Golden Time the child will be supervised by a member of the school's Senior Leadership Team who will give the child a letter or send a text to inform their parents of the missed Golden Time. All missed Golden Time is recorded in a school behaviour log.

Cool Down / 'Chiller'

At this point, the child has received a number of choice reminders but their behaviour has not improved. They are now given 5 minutes time out, in another classroom where they will be able to think about their behaviour and decide what they are going to do when they return to their own classroom. When entering their chiller classroom, they will not be told off by a second teacher, but rather be left to sit quietly and calm down without interrupting the class. Should the child be disruptive in the chiller class, they will continue to the next stage of the consequence ladder. They will also discuss their behaviour with their class teacher after the incident, as soon as is convenient, to discuss the choice they made calmly and explore the other actions the child could have taken.

Thinking Table

If the child's behaviour still doesn't improve, they will be asked to go to the Thinking Table, in Mrs Baker's office, for the rest of the session and their parents or carers will be contacted.

At all stages of the ladder, children are reminded of the choices that they have and the choices they can make in terms of their behaviour. By doing this, children are given the responsibility for their own behaviour; it ensures there is no conflict between adult and child and creates an important link between choice and consequence (positive or negative). Children are not able to earn golden time back or move back towards green, they must realise that the consequences are final. In addition, if children are regularly moved into red or amber, their parents or carers will be contacted to discuss their behaviour.

After break and after lunch, all children are given a fresh start and moved back into the green

traffic light. On Friday, all children who have missed Golden Time will have their home contacted to inform their parents of this.

If a child regularly misses the majority of golden time, then they will be put on a system where they have the opportunity to earn a chunk of golden time each session. This will be monitored and the children supported so that they can quickly keep an increasing amount of their golden time and return to the original system.

Children who repeatedly refuse to work and be engaged may be asked to sign a Behaviour Agreement similar to the one attached (see appendix 4).

The Consequence Ladder and Traffic Lights will be displayed in all classrooms.

Lunchtime

At lunchtime, we operate a similar system where the Golden Rules are equally as central. Any negative behaviour is unpicked using relevant strategies from the following: language of choice, calm chats, formal discussions and warnings (if a rule has been broken). If the negative behaviour continues, a 5-minute Time Out is given with SLT where Golden Rules are displayed and discussed further.

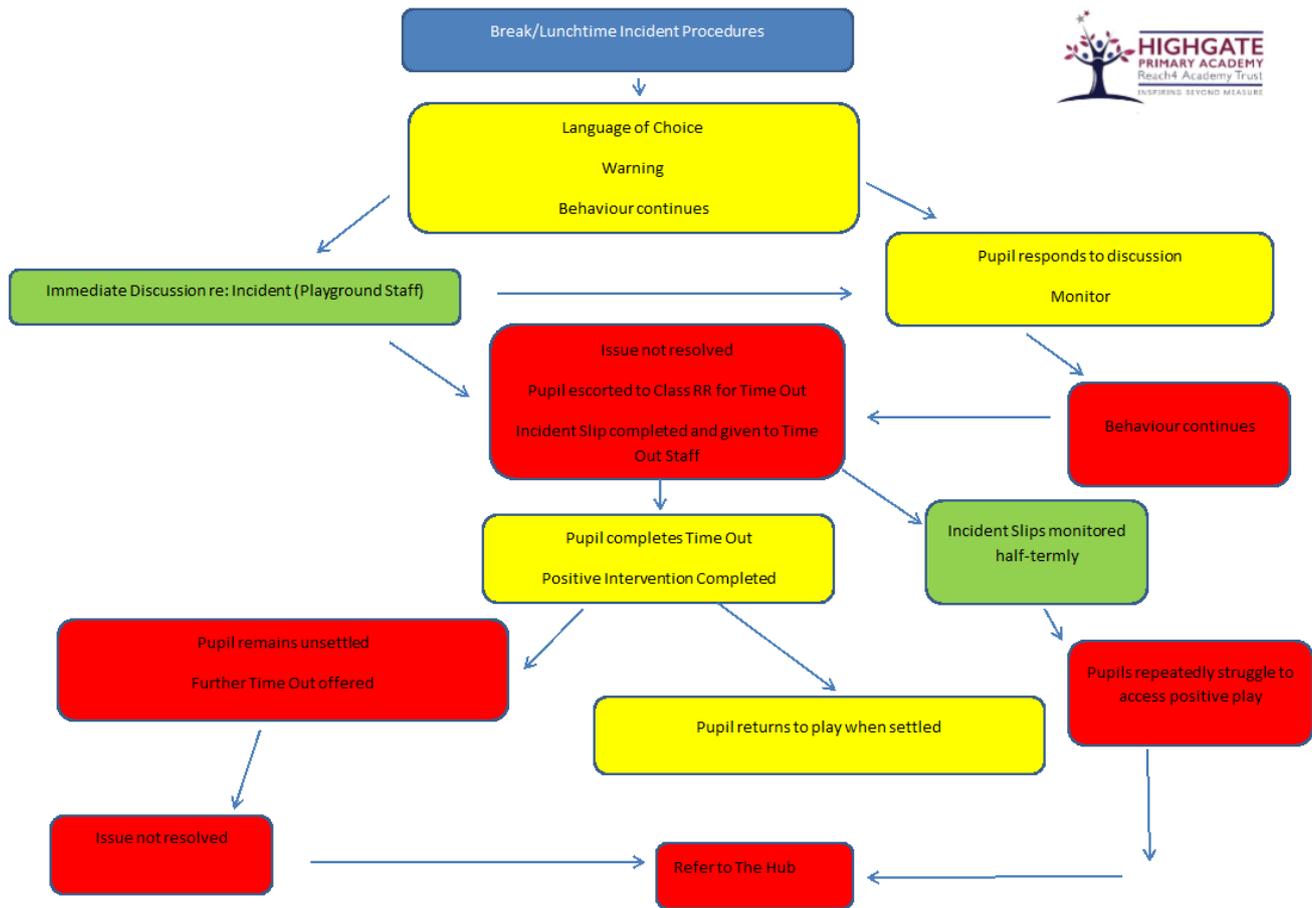
'The Hub'

For pupils repeatedly being sent in for Time Out, further provision is provided to enable them to address any underlying reasons for their negative behaviour. This is provided by the school's Family Liaison Officer in 'The Hub', the school's nurture space.

'Inspire'

An additional group for identified pupils who find it difficult to socialise freely with others outside at lunchtime is also provided and is known as 'Inspire'. In this group, creative tasks linking to the school's Golden Rules and personalised needs are undertaken (such as gardening and 'Lego club').

The Incident Flow Chart on Page 7 outlines the relationship between lunchtime behaviour incidents and these additional groups:



Bullying

We do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We will involve parents where appropriate and ensure all incidents are recorded. While it is difficult to eradicate bullying, we do everything in our power to ensure that all children feel safe attending school, please see our associated anti-bullying policy.

Use of ICT

School recognises that access to a range of technologies and communication devices are part of a modern education. However the right to these technologies comes with associated responsibilities. All children are aware of the acceptable use policy which contains clear details of expected behaviour in child friendly language. The school has an Online Safety policy detailing procedures and sanctions for unacceptable use of ICT.

The role of school staff

It is the responsibility of the class teacher to:

- have high expectations of all children
- treat all children with respect and understanding
- ensure the school rules are enforced
- use the Consequence Ladder to respond to behaviour fairly and consistently
- record incidents of unacceptable behaviour and repeated low level disruption
- keep parents and carers informed

- with support from the Inclusion Coordinator, liaise with external agencies, as necessary, to support and guide individual children

The role of the Principal

It is the responsibility of the Principal to:

- under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors on the effectiveness of the policy
- ensure the health, safety and welfare of all children and adults within school
- ensure that the school collaborates actively with parents so that children receive consistent messages about how to behave at school and home
- support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy
- keep records of all reported serious incidents of misbehaviour and of regularly occurring low level incidents
- give fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. These actions are only ever taken after the school governors have been notified.

The role of parents and carers

It is the responsibility of parents and carers to:

- actively work with school to ensure that children receive consistent messages about how to behave at school and at home
- be involved in building a supportive dialogue between home and school sharing any concerns that they may have
- support the actions of the school where the school has to use reasonable sanctions to address a child's behaviour.
- contact the class teacher should a parent or carer have concerns about the way that their child has been treated. If concerns remain, they should follow our complaints procedure as set out in our school prospectus.

The role of governors

It is the responsibility of our school governors to:

- set these guidelines on standards of discipline and behaviour and to review their effectiveness
- support the Principal in adhering to these guidelines
- advise and support the Principal in dealing with individual disciplinary issues. The Principal must take this into account when making decisions about behaviour issues.

The behaviour of adults in school

Behaviour concerns about members of staff:

- The Principal will follow our staff discipline policy in consultation with the school governors.

Behaviour concerns involving parents or other adults:

- The Principal will ask the parent to speak to her away from children or other parents. She will discuss the problem and attempt to resolve it.

- If the behaviour continues, the Principal may need to restrict a parent's access to the school. This will be done in consultation with the school governors.

Additional Support

As a school we are able to access additional help and support from Barnsley's Primary Behaviour Support Service, our Safer School's Partnership, the Youth Offending Team and our school's Educational Psychologist who may then refer to other agencies. Any referrals will be made in consultation with parents and carers.

Any parents and carers who would like support with their child's behaviour should contact the school's Inclusion Coordinator, Mrs Sankey, or Mrs Rogers (Family Liaison Officer and Behaviour Lead) who will be able to discuss support needs and suggest next steps.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be warranted in order to ensure school remains a "safe, secure and calm environment" for children to learn and succeed. On such occasions, school will refer to the 2012 DfE guidance, Exclusion from maintained schools, Academies and pupil referral units in England in order to ensure that all obligations are met and any exclusion is lawful, reasonable and fair.

Only the Principal has the power to exclude a child from school. The Principal may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Principal may exclude a child permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Principal excludes a child, they must inform the parents/carers immediately, giving reasons for the exclusion and making it clear that the parents/carers can appeal against the decision to the Governing Body. The school informs parents about how to appeal. The Principal informs the LA and Governing Body about any permanent exclusions and fixed-term exclusions beyond five days in any one term.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, any representation by the parents/carers and the LA, and consider whether the child should be reinstated. If they decide the child should be reinstated, the Principal must comply with the ruling

Drug and alcohol related incidents

It is the policy of the school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent/carer should bring the medication to the school office in the morning with a completed medication form. Only teachers or other responsible adults may administer medication and this will always be recorded in the school's medication record. All medication is stored in the medical room in a locked cupboard or, if necessary, in the fridge.

The school takes misuse of alcohol or drugs very seriously. Parents/carers are always informed of any incidents. Any child deliberately bringing drugs or alcohol into school will be punished by fixed-term exclusion. Permanent exclusion will result from a repeated incident and the police, as well as social services, will be contacted.

Malicious accusations against staff

Should malicious accusations be made against a member of staff, staff would follow the 'Child and Adult Protection Allegations Policy'

Monitoring and review

The Principal monitors the effectiveness of this policy on a regular basis. She reports to governors on its effectiveness and, if necessary, makes recommendations for further improvements.

Incidents are recorded as set out in this policy.

The governors review this policy at least every two years.

The next review of this policy is scheduled for September 2020.