

Hightown Junior Infant and Nursery School

At Hightown we work together as a school community with pride, respect, rigour and fairness. We celebrate effort, respond enthusiastically to challenges and create positive opportunities that enable everyone to achieve in every way.

Behaviour policy

Policy date:	January 2024	
Approved by & date	Full Governing Body	January 2024
Link school staff:	Russell Ingleby	
Link governor:	Rick Niland	
Next review date	September 2026	

CONTENTS

Overview 2

Shared Values 2

Our school vision 2

Ofsted (December 2021), recognised that: 3

Objectives 3

Working with Parents/Guardians 4

Working in partnership 5

Systematically Consistent 5

Positive Reinforcement, Responsibility and Reward 5

Delivering Sanctions with Dignity 6

- Step one: Pre-emptive strategies 7
- Step two: The warning. 7
- Step three: The Caution. 7
- Step Three: The time away. 7

Teaching Behaviour, Respect and Dignity 9

Outcomes 10

Overview

Our key purpose is to ensure the safety and success of all our pupils. In order to teach personal discipline and responsibility, we have in place a range of interventions to support children, develop positive relationships and promote personal self-discipline. Children are responsible and accountable for their own behaviour. Pupils' positive attitudes to learning and conduct in lessons and around the school positively impact on achievement. High expectations of staff and pupils make a positive contribution. Regardless of the starting point of individual children high standards of behaviour will be expected and promoted consistently by all adults and at all times. At Hightown JIN School we know that restorative practice for more challenging behaviour works. We also recognise that minor issues can be dealt with swiftly and efficiently by refocusing children on their learning.

Shared Values

Our shared values ripple through our daily practice. Everyone at Hightown JIN School will be treated with unconditional respect. Everyone at Hightown has the right to learn freed from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability

All members of staff will hold the highest expectations modelling the behaviour we expect from the children. This also extends to any visitor coming into our school. Positive and productive relationships with children are central to outstanding behaviour management. Adults take the lead with children who struggle to maintain positive relationships.

At Hightown good behaviour is the expectation and not the exception. We acknowledge good behaviour as our 'default setting' and minimum standard. We promote in our children a sense of self-discipline rather than blind obedience and expect that children behave consistently whilst in school.

Adults manage and influence behaviour; children are responsible for the choices they make.

Our school vision

Our behaviour policy will promote and underpin our vision that Hightown JIN School:

> *At Hightown we work together as a school community with pride, respect, rigour and fairness. We celebrate effort, respond enthusiastically to challenges and create positive opportunities that enable everyone to achieve in every way.*

Ofsted (December 2021), recognised that:

- Pupils are happy and said that they feel safe in this inclusive and friendly school. Pupils behave well and they have positive attitudes to learning.
- Relationships across the school are good. Pupils are reassured that staff will deal swiftly with any worries they have. Pupils told inspectors that any kind of name-calling is rare. They know the importance of reporting concerns to an adult and are confident that they will be listened to.
- Pupils are encouraged to have a voice. All the pupils spoken to during the inspection were articulate, self-assured and extremely happy to speak to inspectors.
- Pastoral care is strong. Staff meet pupils' emotional needs well. They communicate effectively with each other, pupils, families and other agencies.
- The personal, social, health and economic (PSHE) education curriculum links with the work that teachers and pastoral leaders do to support pupils' well-being.

Objectives

- To create an ethos of excellent behaviour in school.
- To create a culture of self-discipline – where children know that good behaviour is expected as the norm.
- To ensure that all are treated fairly, shown respect and to promote good relationships.
- To help children take control over their behaviour and be responsible for the consequences of it.
- To understand that good citizenship is based upon good behaviour.
- To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To use good behaviour to promote community cohesion.

At all times school will reflect upon and be mindful of aspects of practice that, when effective, contribute to excellent pupil behaviour:

- Sustaining high expectations of the conduct of all children.
- Consistent practice with adults establishing and maintaining the same clear boundaries.
- Promoting personal behaviour management that is rooted in self-discipline and not blind compliance.
- Engaging and dynamic teaching and learning.
- Support, leadership and training from the SLT/Pastoral and other appropriate agencies.
- Classroom management strategies that echo our shared values
- Making children feel important and valued for behaving well while removing attention from those who make poor choices. *Catching children doing the right thing.*

- Directly teaching good and encouraging better behaviour routines, for example coming in and out of the classroom, moving from tables to the carpet etc. Key focus on transition times.
- Sustained, personalised and where possible discrete staff development and support.
- Flexible pupil support systems that meet the needs of individuals and is joined up with other agencies where necessary.
- Excellent regular communication with parents to celebrate success and at times ask for support.
- Proactively managing pupil transition at all points including Foundation to KS1, KS1 to KS2, between classes at end of year and from primary to secondary school.
- Clarity of procedures and systems organisation and facilities.

At Hightown we subscribe to a set of transformative consistencies that permeate our practice and interaction with children:

- we meet and greet
- we give importance
- we follow up
- we teach routines
- we strip out the emotion
- we step our consequences
- we promote self-discipline

Working with Parents/Guardians

Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they want to be informed when things are not. Communication with parents on behaviour will almost always be positive.

Children who struggle with their personal discipline benefit from a consistent approach at school and in the home. Class teachers and parents will need to work in partnership. Simple agreements that give the child the same message have maximum impact. The 'pincer movement' between a dedicated teacher and a loving parent is very hard to escape. School will actively support parents in managing their childs behaviour in a consistent manner. Where appropriate parents will be given the opportunity to undertake the 'When the adults change parent coaching course' as delivered by the Pastoral team.

Parents must accept responsibility for their child's behaviour – this responsibility does not stop at the school gate. Where appropriate parents may be asked in to school to help support the school in the management of their child's behaviour.

Working in partnership

As a school we work in close partnership with a range of agencies to improve outcomes for our children. This includes working with partners such as;

- Educational psychologists
- Primary pupil referral unit
- CAMHS
- Escayp counselling service
- Local PCSO's
- Local partner High Schools, for example, Whitcliffe Mount.

Systematically Consistent

In our school we know the kind of behaviour we want everyone to show. We call this, *Behaving the Hightown Way*. This approach will be used to ensure consistency, teach and reinforce good behaviour. Our system is simple, equal and fair. We will work in partnership with parents to ensure that they are fully involved in adjusting poor conduct and celebrating successful changes in behaviour.

Behaving the Hightown way focuses on teaching respect and dignity. This way of behaving will be promoted at all times by staff and pupils.

- *we are gentle*
- *we are kind and helpful*
- *we listen*
- *we are honest*
- *we work hard*
- *we look after property*
- *we are ready to learn*
- *we keep ourselves and everyone in school safe*

Positive Reinforcement, Responsibility and Reward

At Hightown JIN School we make sure that our pupils' excellent conduct is acknowledged, valued, appreciated and recognised. We anchor good behaviour through a range of reinforcements such as;

- sincere and timely verbal praise,
- positive recognition through class and school achievement awards, for example, Behaving the Hightown Way and Learner of the Week awards in assemblies,
- marking the moment,
- positive postcards home,
- positive phone calls home,
- half termly Hightown Hero awards and associated home visits,

- weekly Hot Chocolate with the Head (#hotchocfri),
- termly Governors Secrets of Success awards.

We have a clear system in school that ensures that all children are aware that making positive choices about behaviour results in positive outcomes and acknowledgements. We are not a school that believe in materialistic rewards or behaviour charts, we manage behaviour through strong relationships.

Our staff know that it is not just what you give but the way you give it that counts.

Delivering Sanctions with Dignity

Behaviour management begins at classroom level with a positive and proactive approach. This could include:

- redirection
- distraction
- non-verbal strategies
- expectation reminder
- gentle encouragement
- sitting with a member of support staff
- sitting in another part of the room but still within the lesson
- peer led approaches – changing groupings, encouraging positive pairings

For the vast majority of our children a gentle reminder of the *Behaving the Hightown way,* or nudge in the right direction is all that is needed. Pupils who choose to continue to make poor behaviour choices must know that they are responsible for these. Staff will make it clear to the child in what way they have not *Behaved the Hightown way* and link sanctions to it calmly. It is in nobody's interest to confront poor behaviour with anger. *At Hightown adults deescalate skilfully.*



Step one: Pre-emptive strategies

- A clear reminder about expectations linked to 'Behaving the Hightown Way'
- Use of strategies to stop behaviour escalating such as redirection, refocussing, 'knowing look' or gentle hand on shoulder etc.

Step two: The warning.

- A clear verbal warning directed at the child making them aware of their behaviour and clearly outlining the consequences.
- Children will be reminded of their previous good conduct to prove that they can make the right choice.
- This step is recorded by an adult on the class tracking sheet which is **ONLY** completed at the end of each session so as not to negatively impact on learning and teaching in the classroom. All behaviour incidents are logged privately and nothing is on display.

Step three: The Caution.

- A clear verbal caution directed at the child making them aware of their behaviour and clearly outlining the consequences.
- Children will be reminded of their good previous good conduct to prove that they can make good choices.
- This step is recorded by an adult in the classroom on the class tracking sheet which is **ONLY** completed at the end of each session so as not to negatively impact on learning and teaching in the classroom.

Step Four: The time away.

- The child is directed to take a 3-minute egg timer (KS1) or a 5-minute egg timer (KS2), leave the classroom and go to an appropriate location depending on the time of day and staff in class. In the case of early years, the child will go to a thinking chair within the setting.
- Staff should use their professional judgement to decide if it is felt necessary for child to be escorted to the time out classroom.
- Work should not be taken to time out - this time is intended to be for reflection on behaviour. This is not the time for the adult and child to discuss the incident.
- At the end of the time out the child returns to their classroom and continues with their work. There is no further admonishment upon the child's entry back into class. Any missed work must be caught up within the lesson or as soon as possible afterwards.
- If the child is not ready to return to class, the class teacher can arrange for the child to work in a parallel class for the remainder of the session.
- If the step above is unsuccessful, or if a child refuses to go to time out, then, the pastoral team will escort the child, with work, to an agreed location, for the remainder of the session. If the child still refuses to go to time out, then support will be provided by a member of the SLT.

Behaviour tracking sheets are kept private. They are not publicised on walls or displays. We operate a RIP and PIP policy, where we believe in reprimanding in private and praising in public.

Refusal to engage with the time-out process may result in the child being placed in an internal exclusion within school. In this instance the parents/carers will be informed and expected to come into school to support with the management of their child's behaviour.

Refusal to engage with the internal exclusion process may result in a fixed term exclusion from school.

As part of our restorative approach to behaviour management, **the adult sending the child to time away** will meet with the child as soon as practical to discuss the reasons why they were sent to time out and strategies to alter behaviour to stop it reoccurring.

All incidents of warning, cautions or timeouts are recorded on the class tracking sheet are recorded on the class tracking sheet which is forwarded, weekly, to the pastoral team. All incidents of time away are recorded on the schools CPOMs system for further analysis.

Staff should not jump the consequence steps and as a general principle it should not be possible to go 'straight to time away'. Time will be given between assertive interventions for the child to readjust his/her behaviour.

However, in rare instances of extreme crisis then staff can use their professional judgement to decide if it is reasonable, proportionate and in the child's best interest for an immediate exit from the classroom or other space in school.

For the vast majority of children, a time away provides an opportunity for them to reflect upon their behaviour and to make the changes necessary to bring their behaviour in line with the way that we behave in our school. They are then able to return to class and return to their learning. Adults will always take a moment to repair trust and separate behaviour from the character of the child. 'I like you, I don't like the behaviour' is a consistent message that echoes through every intervention.

Each new session during the day presents an opportunity for children to have a 'fresh start'. If children are repeatedly reaching high level classroom sanctions, then the pastoral team will get involved and invite parents/guardians in to discuss concerns and create a plan moving forwards.

However, it is recognised that for some children further sanctions may need to be used;

As a school community we have identified a group of serious behaviours that we believe have no place within our school or the society outside of school for which we are preparing our children. The list below is not exhaustive and does not indicate that the behaviours either currently or previously exist in the school:

- serious physical assault on any member of the school community
- demonstrating inappropriate sexualised behaviour
- leaving school grounds without permission
- deliberately spitting at another person
- biting another person
- bullying in any format
- throwing objects with the intention to harm or hurt someone
- the use of extreme homophobic or racist language

Any of the Incidents above will, in the first instance, result in an immediate internal inclusion. This will ensure the safety of everyone involved and enable appropriate time for a thorough investigation to take place.

***Each incident will be treated on individual merit with the final decision being made by the head teacher*, and in his/her absence, the deputy head teacher.**

Some pupils in school require a positive action plan if there has been need for Team Teach physical intervention.

If an incident occurs where a child or others are at risk, or a child is causing serious damage or disruption, trained staff will act using appropriate techniques (Team Teach), up to and including the use of physical intervention. No teacher or adult working with children ever wants to use physical restraint. There is always risk for children when adults restrain even when using the least intrusive techniques.

Teaching Behaviour, Respect and Dignity

- All will be taught to treat others well, through assemblies, led by the Head teacher and pastoral team. These assemblies will focus on positive behaviour choices and link to the Hightown Way.
- All staff will set and expect high standards of behaviour both in lessons and at all other times they are with children.
- Positive reinforcers and sanctions will be used sensitively and fairly by staff to encourage and promote good behaviour.
- Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Where a member of staff needs further support with a behaviour issue the pastoral team will provide support and agree a plan of action to help and support.

- The class teacher will involve parents at an early stage where a child is experiencing problems with behaviour. The pastoral team, key stage co-ordinator and headteacher will become involved if the problem persists.
- When there is a serious problem with a learner's behaviour, the SENCO and headteacher will, where appropriate and with the agreement of parents involve outside agencies.
- In extreme cases, a child's poor behaviour choices or failure to respond to help, support and other sanctions may result in the child being excluded from school by the headteacher in accordance to the Local Authority Guidelines

CPD

As a school we expect all staff to complete the managing behaviour in schools and colleges course online. This is run by When the Adults Change, an organisation that we have shared beliefs in around managing behaviour. By doing this everyone in school understands our key values towards behaviour and has shares the same approach.

Outcomes

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations of the school. It will be used to promote community cohesion.