



Behaviour Policy

May 2023

Rationale

This document provides a framework for the creation of a happy, secure and orderly environment in which all children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

The staff at all times will promote the positive ethos of the school and the shared responsibility for the welfare of all pupils. Information about incidents of inappropriate behaviour is shared with the pupil's Class Teacher and recorded appropriately.

Aims

- To ensure appropriate behaviour and language throughout the school.
- To encourage and praise greater effort in both work and behaviour.
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school.
- To ensure that parents are informed and are aware of the disciplinary procedures.
- To provide a system of rewards to encourage good patterns of behaviour and to reinforce positive choices.
- To ensure a safe, caring and happy school.
- To promote respect for all pupils and staff in the school
- To promote good citizenship.
- To promote self-discipline.
- To prevent bullying (for information regarding school's approach towards preventing and tackling instances of bullying, please see our Anti-Bullying Policy).
- To encourage tolerance and understanding and prevent prejudicial and discriminatory behaviour.

Responsibilities:

All members of the school community - teaching and non-teaching staff, parents, pupils and governors, work towards the school aims by:

- providing a well-ordered environment in which all are fully aware of behavioural expectations
- treating all children and adults as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- offering equal opportunities in all aspects of school life and celebrating a wide range of cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- intolerance of all bullying or harassment in any form
- helping to develop strategies to eliminate undesirable behaviour both within and outside the class-room, and applying these consistently
- caring for, and taking pride in, the physical environment of the school
- working as a team, supporting and encouraging each other

- staff will act as positive role models to pupils in matters of dress, punctuality, commitment and demeanour

RULES

We have 4 school rules that are a regular part of dialogue with pupils in praising and reflecting on work and behavioural choices. They are deliberately general, umbrella terms that allow for the application in all aspects of school life. Rules apply to all of the pupils all of the time – they are measurable and observable. These rules double up as our School Values.

Be Honest



Be Safe



Be Kind



Be Your Best



School values song:

Be safe and be honest, be the best you can be
 Be kind so that we live as a happy family
 At High Firs we rise to our values each day
 In our work and in our friendships, and in our play.

Zones of Regulation

Classes develop children's emotional literacy through use of the zones of regulation. Regular whole class work in the younger classes in school and more focussed individual work for children who need it, helps children to develop their understanding of their own feelings and emotions and associated behaviours.

The zones of regulation are basically a tool that teaches children how to recognise different emotions and gives them strategies to help manage how they react or behave as a result of those emotions i.e. how to self-regulate.

Zones of Regulation (ZOR) categorises all the different ways we feel and states of alertness into four coloured zones:

1. The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation or terror when in the Red Zone.
2. The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions, however a person will have more control when they are in this zone. They may be experiencing stress, frustration, anxiety, excitement, or nervousness when in the Yellow Zone.
3. The Green Zone is used to describe a 'calm' state of alertness. A person may be described as happy, focused, content or ready to learn when in the Green Zone. This zone is where 'optimal' learning occurs.
4. The Blue Zone is used to describe low states of alertness, or 'down' feelings such as feeling sad, sick, tired, bored, fed up etc. In this zone, children are going to be reluctant or negative about completing work, however it is also the zone where the body has time to rest and recover.

Children will be taught that there is no 'Bad Zone'. They will be taught that it is **ok** to feel any emotion in the **Red, Yellow, Green** and **Blue** Zone and it is ok if they stay in that zone while they are experiencing those feelings. The important part is for them to be taught strategies that can help them manage any behaviours that may not be appropriate for their environment they are in.

WHOLE SCHOOL REWARDS

Children are awarded house points for a variety of achievements including good work, greater effort or being helpful. In the weekly celebration assembly, the school House Captains announce the children in each house who have gained the most house-points during the week, together with the winning house overall.

Class teachers and support staff are able to award house points at any time during the week to any of the children in the school. Children can be nominated by any member of staff for a special mention and a certificate in our weekly 'Celebration Assembly'.

Teachers will recommend children for special end of term certificates for those who have shown considerable improvement or effort throughout the term. These are presented in assembly at end of term and the children are invited to Golden Tea with the headteacher.

The main reward for good behaviour is praise from the staff or other children.

The governors present special citizenship awards at the end of the summer term, to nominated year 6 pupils.

Examples of how the school discusses appropriate behaviour with the children.

- A clear focus for work on relationships and feelings as part of the PSHE work throughout school.
- A Programme of Religious Education which includes ethical issues.
- Circle time - an opportunity for open discussion held in class groups at regular intervals.
- The agreement of a set of rules by each class at the beginning of Term 1.

CLASSROOM REWARDS

- Zone board – gold (exceptional conduct in respect of school rules), green (where every pupil starts every day), yellow (thinking zone), amber, red – daily **behaviours** shown
- House points – awarded by class teachers daily for **good work** and given by playtime supervisors for great choices
- Golden Tea – two children nominated by each class teacher at the end of a seasonal term.
- Winning house – extra playtime

Break and Lunchtime Rewards

- Break-time and Lunchtime staff are invited to nominate pupils for Celebration Assembly awards on Fridays.
- Stickers can be awarded to the children
- Children are offered opportunities to volunteer for tasks around the school

Break and Lunchtime Sanctions

- Inappropriate behaviour is dealt with by a verbal warning and discussion of the behaviour.
- If the behaviour continues 'Time Out' will be given and class teacher will be informed.
- If the behaviour continues further the child will be moved to the amber on the class Zone Board
- Persistent or more serious incidents such as swearing, rudeness, bullying or hurting another pupil are reported directly by break-time/lunchtime staff to the Deputy Headteacher or Headteacher, who will in consultation with the class teacher decide upon an appropriate sanction and record in pupil file.

SANCTIONS

In all classes a Zone Board system is in operation. Each morning all names start on green. After verbal warnings – or moving to yellow thinking zone - and if the inappropriate behaviour continues the child moves to amber. This applies to behaviour in school assemblies too. Poor behaviour after a warning will mean a

move to amber and loss of all or part of playtime(s). Individual teachers may decide to supervise children in their classroom or other location at their discretion during play / lunchtimes. During this time, children will always be encouraged to reflect on their actions in respect of the school rules, to devise an apology if needed and supported to complete any work missed.

Further unacceptable behaviour will result in a move to red, whereupon the child will be sent to the Deputy Headteacher / Headteacher who will in consultation with the class teacher decide upon an appropriate sanction. Class teachers will be responsible for contacting the Parents.

A social stories and restorative approach is used to guide children to reflect and encourage more positive choices in future. Staff use language to separate the child from the behaviours seen. This encourages all children to see each incident as a separate event and that recovery and different paths are always available.

Sanctions that may be given by Deputy Headteacher / Headteacher

When inappropriate behaviour has been continued and the Deputy Headteacher / Headteacher have been informed one or more of the following sanctions may be applied:

- Parents informed
 - Removal of child to another classroom or the Headteacher's Office.
 - Detention at playtime or lunchtime.
 - Participation in any clubs, school trips or sporting events that are not part of curriculum activities may be withheld.
 - A behaviour contract set up between child and class teacher. Parents are always involved.
 - Debarment at lunchtime – this is regarded as a fixed-term suspension
 - Suspension – fixed period
 - Exclusion - permanent

At all stages, the pupil will have the offending behaviour discussed with them by the staff in order to discourage a recurrence of any inappropriate behaviour.

Suspension

Suspension is the ultimate sanction for our children. The Headteacher can suspend a pupil for persistent disruptive behaviour, violent behaviour towards other children or staff, verbal abusive language to staff, bullying, racist abuse, drug and alcohol related issues, theft and damage. This in most instances will be seen to be affecting the educational entitlement and progress of other children in the school. A suspension will be put in place for instances of extreme cyber-bullying too. Parents will be notified of the reason for and the period of suspension.

Suspension can range from one day to a set number of days amounting to a maximum of 45 days in one school year. For suspensions beyond 5 days the school will put in place alternative learning for the child. For all suspensions over 5 days the Governors' Discipline Committee will meet with Parents to discuss the suspension either at school or at an alternative location.

The Headteacher will write to the Parents within one day of the decision to suspend to inform them of this information. Details of the day, date and time which the suspension begins and the day and date when the child is expected back at school. Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies to ensure that the risk of a repetition of the offending behaviour is minimised.

A written record of the discussion, and commitments to the agreed plan, by the parents, the child and the school, will be made. One copy will be kept in school and one sent to the parent.

In extreme cases pupils could be excluded permanently. If a child is permanently excluded parents will be informed as soon as possible by the Headteacher. Details of any relevant previous warning, fixed term suspensions or other school discipline issues will be given. Parents have a right of appeal to the Governing Body, either by a written statement or personal attendance at a Governors Discipline meeting. A 'Notification of Suspension' form will be completed and sent to the Local Authority.

Liaison with parents

Keeping parents informed about their child's behaviour is paramount to supporting the partnership between home and school. Staff will take the opportunity to chat informally to a parent, either in person or over the phone to discuss any behaviour issues. If this needs to be monitored on a regular basis a 'home/school contact' record may be started.

Supporting pupils with additional needs

Where consistency is the cornerstone of successful behavioural management, all staff are trained to take into account additional emotional and behavioural needs any child may have – and as such, rewards and sanctions in respect of the school rules will be applied with the overarching principle of what is appropriate for the child.

From 'Behaviour in Schools: advice for headteachers and school staff September 2022' - DFE

A school should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

Schools should consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the [Equality Act 2010 and schools](#) guidance.

Outside agencies

In some cases behavioural concerns about a pupil may need to be discussed with the special educational needs co-ordinator (SENCO), Miss C Rennie. This may lead to the advice of outside agencies being required. The class teacher, parent, SENCO and Headteacher will be involved and may lead to a referral to LIFT (Local Inclusion forum team). Some of the outside agencies will require additional information. Teachers will document evidence of behaviour carefully so that it can be collated when required. Outside agencies include:

Learning Support Service	Speech Therapist
Speech and Language Support	Physiotherapist
Educational Psychologist	School Doctor
Behaviour Support Service	Social Services
Teacher for Hearing Impaired	Child & Adolescent Mental Health Support (CAMHS)
Teacher for Visually Impaired	Police Liaison Officer

Through liaison with outside agencies, a Pastoral Support Plan (PSP) and Risk Assessment may also be created to further support children with additional needs.

APPENDIX 1

THE USE OF FORCE TO CONTROL AND RESTRAIN PUPILS

The School follows the Department for Education and Skills (DfE) guidelines on the use of physical force as well as those of the Local Authority (LA).

In very rare circumstances, members of staff are required to use physical force when dealing with pupils. In the vast majority of cases the clearly outlined procedures of the School's Behaviour and Discipline Policy should be sufficient to deal with any problems of pupil discipline. However, 'reasonable force' can be used by Teachers, Teaching Assistants, Lunchtime Supervisors and appointed First Aiders to prevent a pupil from doing, or continuing to do, any of the following:

1. Committing a criminal offence (or, for children under the age of criminal responsibility, behaving in a way that would be an offence if they were older).
2. Injuring themselves or others.
3. Causing damage to property including their own.
4. Engaging in behaviour prejudicial to maintaining good order and discipline in school (including educational visits and authorised out of school activities).

In nearly all cases, the Headteacher or another member of the senior teaching staff will be sent for to deal with a problem that may require the use of force e.g. removing a disruptive pupil from a classroom. Children must realise that they cannot disrupt the education of other pupils and remain in some way 'untouchable' or 'above the law'. It is our school policy to remove unruly children from classrooms. If they refuse to co-operate then the use of responsible and reasonable force to remove them is both legal and consistent with DfE and LA guidelines.

The Headteacher will inform parents of any such occurrences.