



# Highbury Primary School

'Valued as Individuals, Inspired and Nurtured as Learners'

Respect, Resilience, Confidence, Kindness, Inclusive, Aspiration

## GOVERNORS POLICY ON PUPIL BEHAVIOUR

Highbury Primary and Nursery School's mission is:

- **To be an inclusive, safe and caring community where each member is equally valued and nurtured to develop their potential.**
- **To achieve academic excellence by ensuring each pupil performs to the best of their ability.**
- **To work together as a team with parents and carers within the community to promote rights, respect and responsibility for the benefit of all.**

This policy complements and supports the school and nursery values and aims.

### **The purpose of this policy is to:**

- *create a happy, secure and stimulating learning environment where everyone will be inspired to do their very best*
- *promote and develop self-regulation, social awareness and appropriate standards of behaviour*
- *work together to help children to learn the skills they need to solve problems and to achieve their aims successfully and positively*
- *provide common, simple, robust and effective procedures for promoting effort, achievement and positive behaviour*

Highbury Primary School and Nursery is inclusive of all learners. We believe that high-quality teaching and provision promotes effective learning and good behaviour and our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. Staff will engage with children kindly and positively, modelling respect and courtesy at all times. We will promote an atmosphere where children feel able to trust and talk to adults and one another.

We believe that all children have the capacity to learn well, and behave well. We understand that poor behaviour is often the result of a lack of a skill and that children may be trying to solve problems but in an inappropriate manner, causing problems and possibly distress to others. Our aim is always to try to help the child to recognise the problem and to work with them to help them to develop more appropriate behaviours.

### **Who was consulted?**

The Headteacher and the senior leadership team worked with staff to agree and develop this policy. All pupils are consulted at the beginning of each academic year on the rules and rewards resulting in class charters. Parents are encouraged to support the policy through the home-school agreement (reviewed annually).

## Roles and responsibilities of Headteacher, other staff, governors

The Headteacher will be responsible for ensuring that this policy is implemented and for reporting to governors on its impact. The Headteacher will be responsible for excluding pupils if necessary.

## Teacher Powers

As detailed in the DfE guidance (2016), the key points include, a teacher having the statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. It applies to all paid staff with responsibility for pupils including teaching assistants.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including educational visits. This also applies in certain circumstances when a pupil's behaviour occurs outside of school.

## Conduct outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises in respect of non-criminal bad behaviour and bullying that is witnessed by staff or reported to the school in the areas of misbehaviour when:

- Taking part in a school organised activity
- Travelling to and from school
- Wearing of uniform
- In some other way identifiable as a pupil at Highbury Primary School and Nursery
- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or a member of the public
- Could adversely affect the reputation of the school.

## Procedures

The Headteacher and staff will apply 'The Highbury Way' and 'The Highbury School Values' when implementing the following whole-school and nursery approaches to positive behaviour.

## The Highbury Way

- **Be Respectful**
- **Be Safe**
- **Be Ready**

All class groups will adopt the following appropriate to their age group and adults will continue to model and reinforce the language when addressing behaviour.

## The Highbury School Values:



The Highbury school values of **Respect, Resilience, Confidence, Kindness, Inclusive, Aspiration**, underpin the behaviour policy and adults will continue to model and reinforce these values through the reference to the value heroes. Children seen to be following the Respect, Safe and Ready rules and The Highbury School Values are praised and recognised for doing so.

**At Highbury, we recognise that children will have different experiences in their lives. They have the right to expect appropriate support from adults to allow them to grow and develop and reach their full potential.**

Therefore, our school promotes the concept of nurture at both the universal and targeted level **as a key approach to supporting behaviour, wellbeing, attainment and achievement.** Nurture is a vehicle to promote inclusive, respectful relationships across the whole school community, including learners, staff, parents/carers and other stakeholders.

A nurturing approach at Highbury recognises that positive relationships are central to both learning and wellbeing.

**It is based on the understanding of 6 Nurturing Principles.**

The six Principles of Nurture
1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

**As the children learn academically and socially they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and achieving.**

**In order to implement and follow this policy we will:**

- proactively teach the Highbury Way and the School Values to staff, pupils and parents
- regularly promote positive behaviour throughout the day
- positively reinforce the Highbury Way and the School Values through encouragement and rewards as well as consistently challenging behaviours which do not meet our expectations.
- develop a consistent nurturing approach by sharing with staff an understanding of what is meant by a nurturing approach in a whole school context.

The purpose of this policy is to ensure the behaviour of children enables everyone to stay safe. In order to achieve this;

- We will arrive at school punctually using our entrance and exit points.
- Whilst we are at school we will stay in our year group at all times and not mix with any other group.
- We will only play in our designated play zone area using our year group play equipment.
- We will follow adults instructions to wash our hands and sanitise many times during the day and we will always do this properly.
- We will help our adults keep our learning areas and resources as clean as possible.
- We will stay a safe distance from our adults and other year groups both inside and outside of the building.
- We will follow the one way system that our adults have shown us at all times.
- We will always stay in the area our adults have shown us.

- If we need to sneeze or cough we will use a tissue, throw it into the bin and wash our hands as our adults have shown us.
- We will always ask an adult if we can go to the toilet and they will tell us if it is safe to go.
- We will tell an adult if we feel unwell.

We provide support through; applying praise and reward consistently throughout the school and nursery at all levels, rewarding:

- Effort
- Consideration
- Academic achievement
- Sharing
- Caring
- Politeness
- Being responsible.

## **SYSTEMS FOR MANAGING BEHAVIOURS**

We believe that positive reinforcement is the key to managing pupil behaviour. We will make it clear that it is the behaviour that is unacceptable and not the child and will work together to rebuild relationships and encourage positive behaviour.

These systems have been established following discussions with teaching staff, support staff, pupils and parents.

### **IN THE CLASSROOM**

Children will be given positive praise and recognition for following the Highbury Way and the School Values.

#### **Rewards**

- 'Above and Beyond' certificates given out in class.
- Postcards sent home in envelopes.
- Class rewards will be suggested by the adult, which strictly follow all safety guidance and children will choose from them.
- Value hero stickers and certificates
- Celebration of Learning certificates
- Recognition in celebration of learning assemblies.

In order to support children to follow the above, they will be shared with the children at their own level of understanding and agreed as a class in their class charter.

#### **Consequences**

- The child may be removed from the classroom or area in which the behaviour occurs for an agreed period of time.
- Support may be sought from outside, professional agencies to address the nature of the behavioural difficulty.

Children will be reminded regularly of the need to be respectful, be safe and be ready. If a child does not follow the Highbury Way they will be spoken to by an adult using the school's restorative approach - statements and questions:

#### **Restorative approaches**

Alongside the whole school nurture approach, restorative practice is the model we use for improving behaviour, reducing exclusions, improving pupil absence and nurturing pro kindness. At Highbury Primary School and Nursery, we believe that nurture and restorative approaches will make a significant contribution to our whole school approach to promote emotional well-being and mental health.

Our everyday restorative practice techniques will have two components;

**1) Statements**

Explaining how the child's behaviour affects others. For example, a teacher may say "When children disrupt the class, I feel disappointed that your behaviour is affecting our learning". Hearing this, the child learns how his or her behaviour is affecting others.

**2) Questions**

The basis for this technique is asking questions such as "Who do you think this has affected by what you just did?" and then follow-up with "How do you think they've been affected?" In answering such questions, instead of simply being punished, the child or adult has a chance to think about his or her behaviour, make amends and change the behaviour in the future.

The 5 questions we will ask are:

- **What happened?**
- **What did you want to happen?**
- **How were you feeling?**
- **Who else do you think has been affected by this?**
- **How can you make things better?**

**Staff will:**

- Support each other to achieve consistency of approach throughout the school using restorative approaches, including playtimes and lunchtimes.
- Communicate and share ways in which to develop and support positive behaviours, identifying rewards across different phases.
- All teachers will take responsibility for the monitoring and planning of behaviour management in their learning environment throughout all parts of the school day.

**This will mean:**

- Valuing behaviour which allows learners to learn and teachers to facilitate learning.
- Talking with children about why some behaviours are unacceptable and helping children to learn from mistakes in a non-confrontational, supportive manner.
- Supporting children to resolve problems and to understand reactions, outcomes and consequences to choices and actions.
- Teaching children new skills to behave in an appropriate manner.
- Providing opportunities for children to act independently to practise and share appropriate behaviours and attitudes.
- Giving children a choice in the rewards they would like.
- All class groups will adopt the Highbury Way and the School Values appropriate to their age group and adults will continue to model and reinforce the language when addressing behaviour.
- Where needed, developing individual behaviour plans with children and their parents.
- Anticipating situations which children may find difficult and personalise provision to support behaviours.
- A personalised approach for some children e.g. Now, next and then structure

If the behaviour continues and is unsafe, SLT will be informed and provision will be reviewed. Parents informed by telephone call when the member of SLT feels it is necessary to do so. SLT (non-teaching) will decide on the most appropriate, safe outcome for the child and others.

## **Power to use reasonable force**

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:-

- to prevent pupils from hurting themselves or others,
- from damaging property,
- or from causing disorder.

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school.

## **Individual Behaviour Plans**

The parent/carer will be asked to meet with the teacher and/or member of the Senior leadership team to discuss an Individual Behaviour Plan or to review the IBP in order to address the nature of the difficulty and set targets for the improvement of behaviour. This will be an arranged time that is convenient for both the class teacher and the parent and where possible will be outside and will be socially distanced following our Visitors Policy.

- If a child is causing concerns with their behaviour regularly an individual plan will be put in place by the class teacher with the support of the Inclusion leader and parent.
- Identified children will have individual plans.
- These will be reviewed regularly in response to the child's needs in the current situation.
- Individual plans are shared with the Inclusion Leader and with parents as well as amongst all staff.
- Referrals may be made to our Pastoral Lead or nurture group provision.

The school and nursery will expect the full co-operation of parents and carers and will seek to work together in partnership on any behavioural management plan that is decided. These plans will be reviewed regularly in response to the child's needs in the current situation.

## **At playtime and lunchtime**

The same ethos applies and lunchtime staff will:

- Remind children of Respect, Safe and Ready and of the expectations of their behaviour.
- Inform teachers of outstanding behaviour for a class reward.
- Use restorative approaches to resolve conflict. They will let the class teacher know at the end of lunchtime if this has occurred.
- Hold a restorative conversation with the child or children in the first instance.
- Give a further verbal warning, reminding the child of the restorative conversation, before any further action is needed at this point.
- The lunchtime staff use their judgement to determine what to do if this persists. For example, bringing the children in to talk to the class teacher which may result in a member of SLT being notified.
- Report any incidents of behaviour to teaching staff.

If any of the lunchtime staff need assistance from a member of SLT, a message will be sent.

The overall aim is to use the procedure consistently and fairly.

## **Exclusions**

### **Internal Exclusions**

Internal exclusion is an internal process within the school and is used when the objective is to remove a child from their class, not from the school site, for disciplinary reasons. An internal exclusion is part of our whole school approach to promoting positive behaviour which offers immediate, short-term provision in order that learning and teaching for the majority of children can continue uninterrupted. An appropriate, quiet space will be used with adult supervision for a period of either half a day or a whole day. The decision to give an internal exclusion will be taken by the Head teacher and parents will be informed.

Children will be required to complete set work whilst excluded from class and this work will be provided by their teachers. Children will also be encouraged to reflect upon the reasons for their internal exclusion. This will involve reflection time and a discussion about the incident or unwanted behaviour with suggestions of how this can be avoided in the future. A restorative conversation will take place with an appropriate outcome. It is important that the child understands exactly what they have to do and why they are doing it.

The number, duration and reasons for internal exclusions will be monitored.

### **Fixed Period Exclusions**

Where a pupil's behaviour endangers other people and him/herself, the Head teacher will deal with the incident and exclusion for a set period may be deemed appropriate following up to date guidance with reference to Portsmouth City Council's exclusion policy.

In this case the Head teacher will:

- inform the pupil's parent or carer of serious indiscipline and the sanctions, the period of any exclusion, and when permanent exclusion is judged to be necessary.
- carry out an investigation to identify the reasons for the exclusion.
- advise the parent/carers that they may make representations about the exclusion to the governing body's discipline committee.
- advise the parent/carers how representations may be made, that they are responsible to ensure their child is not found in a public place, and on what alternative education will be provided.
- ensure that the pupil has work provided to complete at home throughout the exclusion.
- convene a Return to School meeting with parent(s)/carer(s) before the pupil re-commences attendance.
- notify both the local authority and the chair of the governing body and report to the relevant governor body committee of the details of the exclusion, including the reasons for it, in the case of (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one; (b) a fixed-period exclusion of more than five days or which brings the days the pupils has been excluded in one term to more than five; (c) an exclusion that would result in the pupil losing the opportunity to take a public exam.

This will be used in response to serious breaches of the school's behaviour policy and after a range of alternative strategies to resolve the problem have been tried and proven to have failed and where allowing the pupil to remain in school would be seriously detrimental to the education and welfare of other pupils, staff or themselves. A pupil who may be at risk of exclusion will have a Pastoral Support Plan (PSP) which describes the services supporting the school and policies and strategies used to promote behaviour.

## Dealing with allegations against pupils including peer-on-peer abuse

At Highbury Primary, we believe that all children have a right to attend school and learn in a safe environment. We recognise that children are capable of abusing their peers. In most instances, the conduct of pupils towards each other will be covered by this policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns and these will be dealt with under the child protection policy and in line with Keeping Children Safe in Education (2021). These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. (see child protection policy 7).

### Sexism and Sexual Harassment

At Highbury, sexism and sexual harassment will not be tolerated and all pupils involved will be listened to and supported.

These behaviours are most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- **sexual violence**, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- **sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

When an allegation is made by a pupil against another pupil which features one or more of the behaviours outlined above, our school's response will be

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Addressing behaviour as it happens will help all pupils understand what is and is not acceptable. Staff will listen to the victim(s) and their wishes will inform our response. From this, the school will make the final decision of the appropriate sanction. Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments. After incidents we may take these actions.

- A verbal warning
- Restorative conversation with the pupil/pupils involved
- A phone call to parents/carers
- A meeting with parents/carers
- A period of internal exclusion (length dependent on incident)

Only after serious incidents we may

- Involve the police
- Issue a fixed-term exclusion (length dependent on incident)
- Issue a Permanent exclusion



The response to each incident will be proportionate. We will address 'lower-level' incidents such as a sexist comment through education, our curriculum and the way our school promotes respect.

We will balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

In these incidents, we will consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

And this may result in

- Managing the incident internally
- Referring to early help
- Referring to children's social care
- Reporting to the police

## **MONITORING AND REVIEW**

This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request.

This policy will be reviewed annually or sooner if legislation dictates by staff and governors.

Date Agreed by Staff and Governors: September 2021

Review: September 2022