



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 respect 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. He will be responsible for excluding pupils if necessary (see guidance following ‘Sanctions’).

Teacher Powers

As detailed in the DfE guidance, 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 School Rules’ and ‘The Highbury School Values’ when implementing the following whole-school and nursery approaches to positive behaviour.

The Highbury way

- **Respect**
- **Safe**
- **Ready**

All class groups will adopt the following rules 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**, will underpin the behaviour policy and adults will continue to model and reinforce these values. Children seen to be following the Respect, Safe and Ready rules and The Highbury School Values are praised and recognised for doing so whereas, those who do not, are made aware of the consequences from their actions.

In order to implement and follow this policy we will:

- proactively teach the new rules to staff, pupils and parents
- regularly and rigorously reinforce behaviour throughout every day
- positively reinforce the rules through encouragement and rewards as well as consistently imposing consequences when rules are broken, in line with the policy.

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 at our altered start time and follow the exact arrival route we have been given.
- At the end of our school day we will follow our home time routine and exact departure route from the school.
- Whilst we are at school we will stay in our group at all times and not mix with any other group.
- We will only play in our designated play zone area using our class play equipment.
- We will follow adults instructions to wash our hands many times during the day and we will always do this properly (training will take place to establish ‘properly’ and reminder poster will be displayed).
- We will follow adults instructions when to use hand sanitiser as well.
- We will help our adults keep our learning areas and resources as clean as possible. (By moving our things and waiting sometimes).
- We will stay in our own seats until our adults tell us where to go.
- We will stay a safe distance from our adults and other 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 not cough or spit near anybody else.
- We will avoid touching our face and will stop straight away if an adult reminds us.
- We will only touch our own things.
- 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 rules.

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.
- Recognition in celebration of learning assemblies.

In order to support children to follow the above rules, they will be shared with the children at their own level of understanding and agreed as a group in their group charter. Learning activities will be engaging and personalised where necessary. There will be frequent rewards.

Consequences

- Due to current social distancing guidelines a parent/guardian **will not be asked to support the child in school during the times the behaviour is occurring. e.g. playtime, assembly.**
- 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 safe. If a child does not follow the above rules they will be spoken to directly and individually by an adult using the school’s restorative approach - statements and questions:

Restorative approaches

Restorative practice was chosen as the preferred model for improving behaviour, reducing exclusions, improving pupil absence and reducing bullying. At Highbury Primary School and Nursery, we believe that 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 effecting 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 following rules 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 take action to avoid poor behaviours.
- A personalised approach for some children.

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. This may include inviting parents to collect and the school to review future plans and implement a risk assessment to support the child back safely (see exclusions).

See Appendix A – Consequence Table. This will be displayed in every classroom.

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.

- 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. This will include rewards and sanctions.
- 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 an Emotional Literacy Support Assistant (ELSA) or nurture 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. Lunchtime staff will remind children of Respect, Safe and Ready and of the expectations of their behaviour.

Rewards

- Inform teachers of outstanding behaviour for class reward.

Sanctions

- Lunchtime staff will also use restorative approaches to resolve conflict. They will let the class teacher know at the end of lunchtime if this has occurred.
- A restorative conversation will take place with the child or children in the first instance.
- A further verbal warning will follow, reminding the child of the restorative conversation, before any additional consequence is needed at this point. The lunchtime supervisory assistant will use their judgement to determine what to do if this persists. For example, bringing the children in to talk to the class teacher. If needed the phase team designated member of SLT will be notified.

The lunchtime supervisory assistants will report any incidents of behaviour to teaching staff.

N.B: Depending on the nature of the behaviour and if the restorative approach is not having the intended impact, there may be times when a child will need to be spoken to by a member of SLT at a distance. The overall aim is to use the procedure consistently and fairly.

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

Key adults in response to behaviour

Year Group	Adult
Nursery & Year R	Miss Frost
Year 1 & 2	Mr Howard
Year 3	Mrs Chaplen
Year 4 & 5	Mrs Boulton
Year 6	Mrs James

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 at a social distance, 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 Headteacher 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 Headteacher 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/carer that they may make representations about the exclusion to the governing body's discipline committee.
- advise the parent/carer 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.

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: 29th November 2019

Reviewed: 16th July 2020 for September 2020

Appendix A

Table of consequences	
Disruptive Classroom Behaviour	<ul style="list-style-type: none"> Non verbal reminders (look, shake head, visual rules) 'No thank' - verbal and visual reminder of rules Use of proximal praise Loss of minutes of play for restorative conversation Further disruption – further loss of minutes for further restorative conversations Monitor
Offensive language, not directed at anyone (heard by an adult)	<ul style="list-style-type: none"> Restorative conversation Record If this continues – parents informed
Aggressive swearing, directed at another person	<ul style="list-style-type: none"> 'No thank you' - verbal and visual reminder of rules Restorative conversation Letter of apology to be written in own time Parents informed and record
Dangerous behaviour, running inside, pushing other children	<ul style="list-style-type: none"> 'No thank you' - verbal and visual reminder of rules Restorative conversation Monitor
Physical contact, poking, prodding, pushing	<ul style="list-style-type: none"> 'No thank you' – verbal and visual reminder of rules Loss of minutes of play for restorative conversation Further contact – further loss of minutes Monitor
More serious physical attack	<ul style="list-style-type: none"> 'No thank you' – verbal and visual reminder of rules Child to be taken away from victim whilst circumstances are collated SLT informed and consequence agreed Restorative conversation Further restorative conversation with victim if appropriate Parents informed and record
Fighting	<ul style="list-style-type: none"> Children to be separated and taken to appropriate places in order to calm down Circumstances to be collated Restorative conversation with both parties when calm Consequence to be agreed between both parties Parents informed and record
Vandalism	<ul style="list-style-type: none"> Verbal and visual reminder of rules Restorative conversation and agree how to clean/repair/replace Letter of apology to be written in own time if appropriate Parents informed if appropriate, and record Discuss with SLT if reimbursement may be required
Stealing	<ul style="list-style-type: none"> Restorative conversation Agreement with child if possible to return or replace Letter of apology written in own time Parents informed and record Discuss with SLT if reimbursement may be required
Unsafe behaviour related to social distancing, hand washing and respiratory routines	<ul style="list-style-type: none"> No thank you – verbal and visual reminder of rules Reminder of class charter relating to current situation Restorative conversation Parents informed and record If unsafe behaviour continues inform SLT (As behaviour policy)
<p>Use consistent language – safe/ respectful/ ready alongside visual prompts</p> <p>Use consistent questions in restorative conversations with the adult who experienced the unwanted behaviour (other adults may support where appropriate)</p> <p>Restorative conversations should wherever possible find a restorative solution e.g. cleaning up a mess, repairing damage, meaningful written or verbal apology, helpful/kind acts.</p>	