



## **Ethos**

At Highfields Primary School, we aim to create a warm, welcoming, caring environment where relationships are based on respect and where high expectations of good behaviour have a positive effect on the children's learning.

We promote a sense of fairness and a respect for each other's ways of life and differences of opinion. We expect all children to develop their potential in our 'happy learning community'.

## **Aims**

To create an environment which promotes and reinforces good behaviour. To define acceptable standards of behaviour.

To promote self-esteem, self-discipline and positive relationships.

To encourage consistency of response to both positive and negative behaviour.

To ensure that the school's expectations and strategies are known and understood.

To encourage the involvement of both home and school in the implementation of this policy.

## **We make the right choices by:**

1. Respecting everyone and everything
2. Keeping hands and feet to ourselves
3. Looking after ourselves and each other

## **Rewards**

Central to our system of rewards and sanctions is our House point/Good to be Green system. This particularly supports positive behaviour in school by allowing children to collect house points for good behaviour, attitude and attendance. This is set out in appendix 1 of the policy.

When children behave well towards each other, work hard and respect the school we reward them by:

- Smiling
- Giving praise
- Marking work positively with comments and praise
- Giving well-done stamps
- Giving stickers to go into child's sticker chart or book
- Showing work to others in school e.g. head teacher
- Presenting certificates
- Showing work in class or assembly
- A mention in the 'Happy Book'
- Informing parents verbally or by letter
- Gold Awards each term
- Awarding house points
- Rewarded with Good to be Green events at the end of each term

There are whole class rewards. Classes with attendance in line with the national average or above receive a trophy, as does the team of the week. Lunchtime supervisors reward good hall and playground behaviour with house points.

The sportsperson and the swimmer of the week receive awards to take home for the following week. We also present a cup to the sporting class of the week, awarded for sportsmanship and working together.

## **Consequences**

But if a child does not behave well there are consequences. Depending on the seriousness of the misbehaviour, these can include –

- Talking about their behaviour quietly with a teacher
- Talking about their behaviour quietly with the Teaching Assistant
- Working alone for a short time
- Apologising if someone is hurt
- Writing a letter of apology
- Having a thinking time away from the rest of the class to reflect on their behaviour
- Missing part of their playtime or lunchtime
- Missing an after-school club
- Spending time with the behaviour mentor
- Having a series of sessions with the behaviour mentor
- Spending time with the head, deputy head or assistant head
- Parents receive a letter from the head teacher
- Child is put on report

## **Children will be given an automatic Red Card for the following reason - NO DISCUSSION!**

- Kicking
- Punching
- Hitting
- Swearing
- Bullying
- Racism
- Homophobic remarks
- Religious remarks (negative)
- Physical aggression
- Destroying equipment
- Spitting at someone

Any of the following will lead to more serious consequences which may include **EXCLUSION**

- **Hitting adults**
- **Swearing at adults**
- **Verbally abusing an adult**

Children who receive RED cards or who are on report are recorded on CPOMs which is tracked by the Leadership Team. This includes antisocial behaviour at lunchtimes and other unstructured times of the day.

### **Roles and Responsibilities**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. Our school is a community and children need to be taught as early as possible that school is a workplace in which a certain code of behaviour has to be adhered to for the good of the whole community. We use an assertive discipline policy that is based on respect for all members of the school community.

School staff support the following:

- Acceptable standards of behaviour depend on the example of all of us – everyone has a positive contribution to make
- Good order has to be worked for, it does not simply happen
- We set high standards, apply rules firmly and fairly and expect acceptable standards of behaviour and work.
- Everyone is here for a purpose and must be treated as an individual
- Relationships are vital between everyone at every level
- We all make mistakes sometime and are willing to admit if we are wrong
- Problems are normal where children are learning and testing the boundaries of acceptable behaviour

All staff will always:

- Keep calm
- Listen
- Be positive
- Build relationships
- Carry out any decisions that have been made regarding consequences
- Be consistent

- Follow up problems to their conclusion
- Always apply school rules and policies

All staff will always avoid:

- Humiliating – it breeds resentment
- Shouting – it diminishes you
- Over reacting – the problems grow
- Blanket punishments – the innocent will resent them
- Over punishment – never punish what you can't prove
- Sarcasm
- Leaving pupils outside rooms

## **All Staff**

All staff have the responsibility of improving children's own negotiating skills to avoid situations arising, helping children to acknowledge and think through their own responsibility for their choices and actions, looking for alternative ways of expressing themselves, and handling incidents that flare up unexpectedly.

## **Support Staff / Lunchtime Supervisors**

Support Staff and Lunchtime Supervisors are expected to maintain good behaviour within their group, their classroom, and generally around the school. This should be done subtly so that it does not interrupt the teaching or the atmosphere of learning in the classroom.

Lunchtime Supervisors are expected to support the school's policy on high expectations of behaviour when children are playing outside and are in unstructured situations. Lunchtime Supervisors deal with low levels of misbehaviour in the dining room or in the playground, but they should refer to the Lunchtime Manager if the need arises. The lunchtime manager in turn should refer to the Behaviour Mentor for additional support.

## **Teachers**

The longer each negotiation takes for the few, the less time you have for the many Limit poor behaviour in class to 30 seconds

- Get in
- Deliver the message
- Anchor the behaviour with a previous good example
- Get out with your dignity and the child's dignity intact

We believe that the most effective way of achieving the best behaviour and the highest levels of achievement is praise and the encouragement of good behaviour. We aim to provide a curriculum which is active and stimulating, involving children in their own learning. We acknowledge that children who are suitably challenged and who are involved in experiential learning are less likely to become alienated and disaffected, leading to poor behaviour.

We ensure that we treat all children equally and fairly, looking for opportunities to raise self-esteem and 'catching children being good'.

When necessary, teachers may need to use the consequences, choosing the most appropriate for the occasion. However, this will not result in a child missing part of the curriculum during school hours, although it may result in the child missing an after-school club.

Persistent difficulties in learning sensibly will result in a referral to the SENCO. The child may then be placed on the Special Needs Register and IEP targets will be agreed with the SENCO, the teacher and the parents or carers.

### **Assistant Headteacher**

In addition to their responsibilities as class teachers, the assistant headteachers take a leading role in supporting children with BESD and their teachers.

They may inform the families of children who have behaved poorly by telephone or face to face, asking parents to discuss the behaviour with their child.

### **Deputy Headteacher**

The Deputy Headteachers share the responsibilities of implementing the policy with the Head Teacher. In the Headteacher's absence, they are the 'ultimate sanction', and they communicate with parents and other external agencies as appropriate.

However, they do not have the responsibility of suspending or excluding a child from school.

### **Headteacher**

It is the role of the Headteacher to implement the Positive Learning Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all the children in the school. In exceptional circumstances, a child may be withdrawn from an off-site educational trip or visit if recent behaviour is assessed to be a health and safety risk to themselves or others.

The head teacher supports the staff by implementing the policy, by setting standards of behaviour and by supporting the staff in the implementation of the policy. She keeps a record of all reported serious incidents and has the responsibility of giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious incidents, the head teacher may permanently exclude a child. This will only happen with the agreement of the school governors.

### **Differentiation**

As in all areas of learning, some children find it easier than others to behave well and they respond to difficult situations with equanimity. The majority of our children need a very light touch when it comes to behaviour management and they respond positively to a word or a glance.

There are a few children who have a lower anger threshold or difficulties conforming to usual school expectations and for whom the usual rewards and consequences do not work. Just as we differentiate the work for those children who need a different approach, we have a series of supportive strategies which can be used for small groups of children.

### **Key Considerations**

In all cases of unacceptable behaviour, it is important at a convenient time, to discuss the circumstances in which the behaviour took place with the child.

### **Leicester City Council's Definition of Racism**

Racism consists of conduct, words or practices which advantage or disadvantage people because of their colour, culture or ethnic origin. In its subtler form it is as damaging as in its overt form.

In line with Leicester City LEA's policy, Highfields Primary School records details of all racist incidents and submits termly reports to the City Council. Annual reports are produced and circulated to schools.

Forms outlining action taken against racist incidents at Highfields' are attached.

**(Appendices 2 & 3)** These are also used for incidents of bullying. Further information can be found in our Anti-bullying Policy.

### **Monitoring and Evaluation**

The Head teacher monitors the effectiveness of this policy on a regular basis. He also reports to the Governing Body on its effectiveness.

We are able to monitor the progress of individual children through the behaviour tracking system.

The school keeps a record of all incidents of bullying and racism, and forwards Racist Incident returns to the Local Authority for their monitoring purposes.

## POSITIVE LEARNING STRATEGY

Each class has an agreed code of behaviour displayed on the classroom wall. It shows the basic rules of the SCHOOL along with a list of consequences if they are not followed.

Rules for children

### **We make the right choices by:**

1. Respecting everyone and everything
2. Keeping hands and feet to ourselves
3. Looking after ourselves and each other

### **IT'S GOOD TO BE GREEN**

Every class has a wall chart displaying each child's name. Every morning each child has a fresh start and turns their card to green. The warning and consequence cards work in the way described in the section 'Disciplinary Measures'. At the end of the day any child who is still on Green gets a house point on their chart. Also, a child is chosen by the teacher for extremely good behaviour/work to get the Silver Star for the next day. What that means will be decided in each class, examples may be being a special helper for the day. It will mean an additional house point for that child.

### **HOUSE POINT CHARTS AND LANYARDS**

As a child enters school they are assigned to a House and colour. They are given a lanyard in that colour with their house badge. Lanyards are to be worn at assemblies when they have started to collect badges. They are not to be taken home at all until the end of year six.

Every class has a "House point" chart. This is central to the House System. A child can receive a house point for various things.

Staff will also give house points for good work, good behaviour, and personal achievements and so on.

The children put their house point on their class chart.

After certain numbers of house points have been collected, children receive a badge. The children's names are collected, and their parents are invited to the next Friday assembly, where they will see their child get a badge.

The badges accumulate as follows:

50 house points	50 Badge
100 house points	100 Badge
150 house points	150 Badge
200 house points	200 Badge
250 house points	Bronze Badge
350 house points	Silver Badge
500 house points	Gold Badge
650 house points	Bronze Star Badge
800 house points	Silver Star Badge
950 house points	Gold Star Badge
1200 house points	Bronze Lanyard
1500 house points	Silver Lanyard
2000 house points	Gold Lanyard

As the system progresses, the school council will work on ideas for awards beyond the Gold Lanyard.

Any children that achieve the Gold Lanyard will become ambassadors for the school. The role of an ambassador will be decided by the Headteacher.

This system will run from Foundation Stage to Key Stage 2.

## RESTORATION TIME

Golden Time is a privilege for those children who respect our school rules. Rules are displayed in classrooms and children are often reminded of them.

Golden Time takes place during the last half hour on a Friday afternoon and gives each class an opportunity to enjoy a wide range of activities together. Activities for Golden Time are decided by the class.

## Playtimes/Lunchtimes

Children who have lost minutes of Golden Time have to sit out until their time missed is spent. Children who have had consequence cards get sent to an allocated member of the staff team to miss their time.

Inappropriate behaviour at play/lunchtime will result in a cooling off time by the wall.

If a playtime supervisor thinks the behaviour is persistent enough, they need to speak to the class teacher to discuss strategies and if a warning card is required for the next session.

If a lunchtime supervisor thinks the behaviour is persistent enough, they need to speak to the class teacher during the last 5 minutes of lunchtime to discuss strategies and if a warning card is required for the afternoon. If an incident is serious enough, the child will be seen by a member of the leadership team.

## Sanctions

Lunchtime supervisors **MUST** record any consequence cards on to CPOMs **themselves** before they leave the premises.

Staff will try to discover the facts and who is involved in each situation. They will then decide the appropriate action or strategy to be employed. We have adapted the 'It's Good to be Green' behaviour strategy. Each class has a wall chart with all the cards. The Sanctions Card (**Appendix 1**) follows the following steps:

**1. A warning look**

Child given a chance to make a fresh start

**2. Quiet verbal reprimand**

Child given a chance to make a fresh start

**3. Child gets a warning card for the chart (1 minute of playtime, lunchtime or Golden Time is missed- depending on time received for immediate impact/reflection time)**

Child given a chance to make a fresh start. If there are no further issues, the child returns to green at the end of the morning or afternoon.

**4. Child gets a consequence card and is moved position in the class (if appropriate) – (This child will have to go to a member of staff to miss some Golden Time on a Friday afternoon). A record needs to be kept of any consequence card given.**

If the child does not take this opportunity to behave well, step 5 takes place.

**5. Child takes consequence card to the phase Leader (if on release) or a Deputy Head, who they stay with for 15 minutes.**

The child remains on consequence for the rest of the day. If they misbehave again, they are sent back to the Deputy (Stage 5). To maintain consistency, each group classroom will also have a Good to be Green chart so that whatever stage they are on in the morning, they will still be on when they return to their class.

## The Report System

The **Behaviour and Learning Monitoring Record** is a five-day monitoring booklet split into the sessions for each day. A child on report (**Appendix 4**) must get each session (including playtime and lunchtime) signed by appropriate member of staff. It must also be checked by a member of the Leadership Team at the beginning of every break and lunch time. If a child does not get a positive comment, a reduced play/lunchtime will be issued. The reduction will reflect the reason of the comment.

Children do not need to be given a specific duration for time on report. It will be at the discretion of the Leadership Team member. Only members of the Leadership Team can make the decision about who is on report.

When a child is placed on The Behaviour and Learning Monitoring Record,



parents are always informed by telephone, in writing or in person. A meeting, where possible, is arranged with the parent/carer of the child. The reason for the report is explained and targets to support the child's behaviour shared.

Parents are encouraged to sign their child's report at the end of each day and may wish to comment on behaviour at home. In the comments section.






### **Work Report**

Children who are chosen to do little or no work during lessons are put on a weekly Work Report (**Appendix 5**). This is to support them to work as hard as they can in lessons.

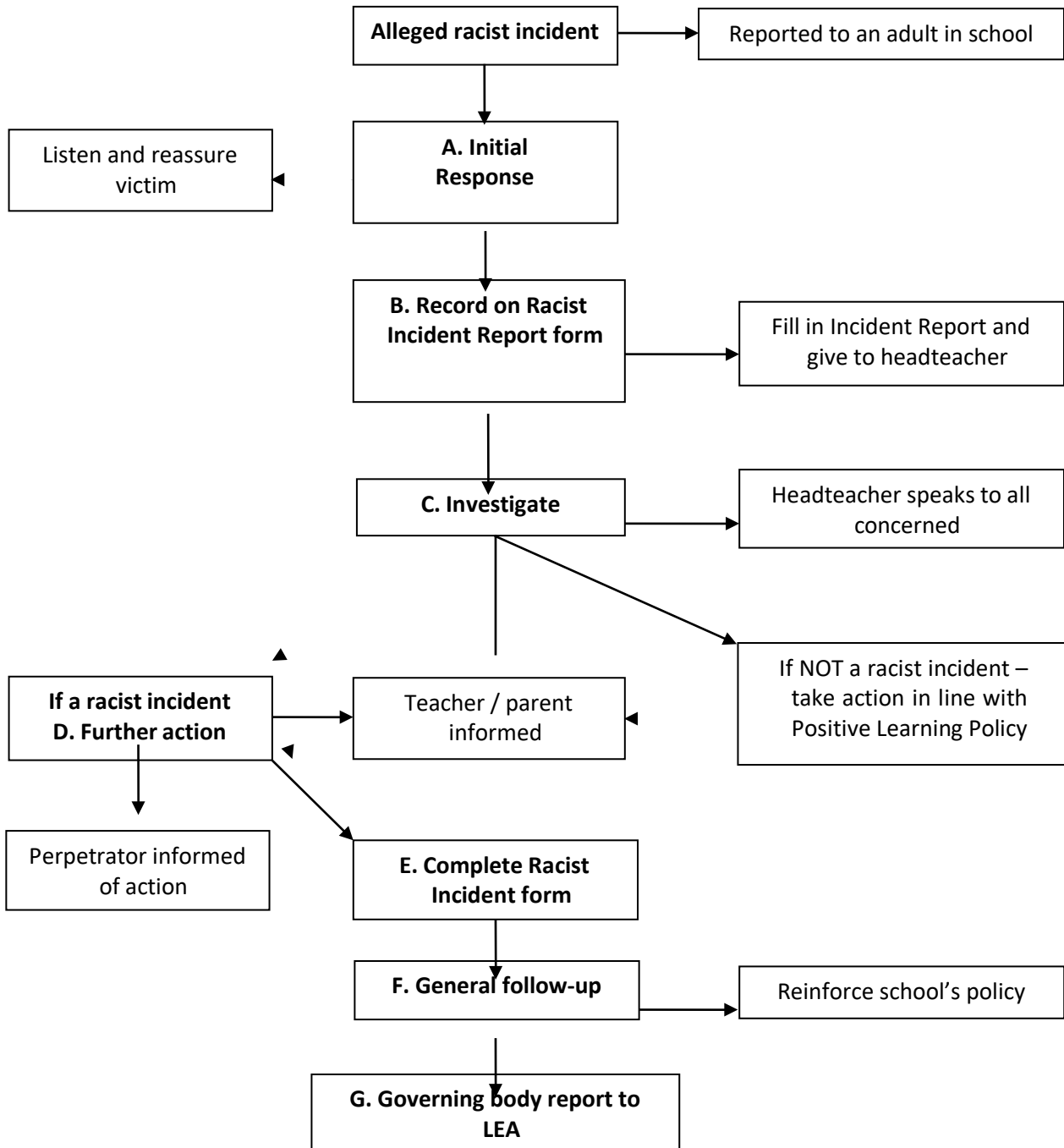
The report must be given to the adult listed at the beginning of playtime, lunchtime and at the end of the school day. They will be check what has been done. If the teacher is not happy with the quality or amount of work completed, then it will be finished or repeated at playtime or lunchtime.

**Some incidents may lead to an immediate Behaviour and Learning Monitoring Record and parents contacted.**

## Sanctions Chart

	<p style="text-align: center;"><b><u>Step 1:</u></b> A warning look</p>
	<p style="text-align: center;"><b><u>Step 2:</u></b> A verbal warning</p>
	<p style="text-align: center;"><b><u>Step 3: Warning card</u></b> <u>1 minute</u> of Playtime, Lunch time or Golden Time missed</p>
	<p style="text-align: center;"><b><u>Step 4:</u></b> <b>Consequence card</b> Go to Restoration on Friday afternoon</p>
	<p style="text-align: center;"><b><u>Step 5:</u></b> Take consequence card to Your Phase Leader, Deputy headteacher or Headteacher</p>
<ul style="list-style-type: none"> <li>• If you get <b>2 consequence cards in 1 week</b>, you will be sent to your Phase Leader, Phase Leader, Deputy headteacher or Headteacher who will decide if you will go on a Behaviour and Learning Monitoring Record</li> <li>• If you get <b>2 consequence cards in 1 day</b>, you will be sent to your Phase Leader, Deputy headteacher or Headteacher who will decide if you will go on a Behaviour and Learning Monitoring Record</li> <li>• For some instances you may go straight onto a Behaviour and Learning Monitoring Record</li> </ul>	

This flow diagram below provides an overview and explanation of actions that will be taken at Highfields Primary School.





## Highfields Primary School Racist Incident Form

To be completed as soon as possible by member of staff / person observing or reporting incident then email and hand to the headteacher on completion.

Date \_\_\_\_\_ Time \_\_\_\_\_ Location \_\_\_\_\_

Name of person reporting incident \_\_\_\_\_

### A. Type of incident (please tick relevant boxes)

1. Refusal to work with peer
2. Verbal abuse
  - a) names and comments
  - b) ridicule
  - c) threats
  - d) incitement
3. Written abuse
  - a) graffiti
  - b) in/on books etc.
  - c) offensive pamphlets/cartoons
4. Physical abuse
5. Vandalism / abuse of property
6. Organised racist activity a) badges / insignia b) leaflets & other material
7. Other (please specify) \_\_\_\_\_

### B. Those involved (see guidance)

Victim's Name	Ethnicity	Gender	Status

Perpetrator's Name	Ethnicity	Gender	Status

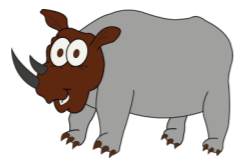
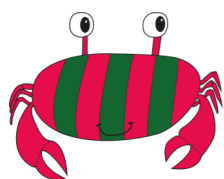
Witness's Name	Ethnicity	Gender	Status



## Our School Rules

### We make the right choices by:

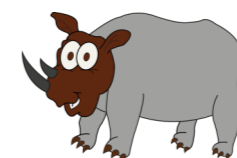
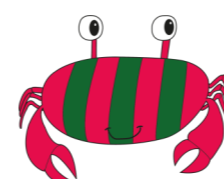
- Respecting everyone and everything
- Keeping hands and feet to ourselves
- Looking after ourselves and each other



## Behaviour and Learning Monitoring Record

Name: \_\_\_\_\_

Class: \_\_\_\_\_



You have been placed on a monitoring record because your behaviour or learning is becoming a concern to the staff.

Your behaviour and learning will be monitored until staff are happy that there is an improvement.

Your teacher and phase leader will discuss why you need this support and decide on the appropriate consequences.

These may be different for each child but could include:

- missing playtimes and lunchtimes
- missing clubs
- being on a different playground
- the length of time you are being monitored for

Your consequences for the period of monitoring will be:

Your phase leader will be checking in with you regularly to see how well you are doing.

Afternoon					
Dinner					
Second Session					
Break					
First Session					
Register					
Date					

Comments:

## Behaviour Agreement

### The Child

We want you to engage in this monitoring by:

- Following the school rules.
- Listening to all adults
- Trying your best to improve your behaviour.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

### The Parent:

- We want you to engage in this monitoring by:
- Talking to your child about their behaviour.
- Supporting the school with your child's behaviour

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

### The Teacher:

- We want you to engage in this monitoring by:
- Supporting the child with their behaviour.
- Making sure all children have a chance to be heard and are treated fairly.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Date	Register	First Session	Break	Second Session	Dinner	Afternoon

Comments:

Date	Register	First Session	Break	Second Session	Dinner	Afternoon

Comments:

Date	Register	First Session	Break	Second Session	Dinner	Afternoon

Comments:



## Work Report

Name \_\_\_\_\_

Class \_\_\_\_\_

Reason for work report \_\_\_\_\_

**You have been given this report because we want to make sure you are working as hard as you can in lessons. Try and remember these things, as they will help you.**

- **Pay attention to the adult that is teaching you**
- **Try to join in and answer questions without shouting out**
- **Think about the time you have been given to complete a task independently and try hard to finish this**
- **Ask someone for help if you are stuck**
- **Don't distract others around you in the lesson**
- **Avoid chatting to your friends when you should be working**

**You must take this report along with your work to show an adult listed below at the beginning of break, lunch and at the end of the school day. They will be checking what you have been doing. If we are not happy with the quality or amount of work completed then this will need to be finished or repeated at break or lunch.**

**This report is kept in school. You will be taken off work report when we see a consistent improvement in you work or attitude.**

