

# Highfield St Matthew's CE Primary School



*As Jesus tells us, 'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven' (Matthew 5:13).*

## **Behaviour Policy**

### **'The Highfield SHINE Way'**

September 2023

## **Our Christian Vision**

*'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven'* (Matthew 5:16). Our vision inspires and challenges the community we serve to achieve excellence in all they do, and to learn about life in all its fullness, within a welcoming Christian family.

## **School Aims – How we will Let Our Light Shine**

- Every child feels valued, safe and cared for, and makes a positive contribution to their own development and the life of the school, with Christ at its centre
- Our bespoke SHINE curriculum, based on excellence and high expectations, provides rich experiences which motivates, challenges, develops resilience and meets the needs of all children
- Every child achieves their potential and develops their talents and creativity, preparing them for a role in a global society with a lifelong love for learning
- Children & families develop understanding of a faith and Christian values that can guide their lives; knowing Jesus, and putting into action what they are coming to believe and value
- The whole school family flourishes and serves the local Church and community

## **Rationale**

At Highfield St Matthew's Church of England Primary School, we believe that children learn best when they have clear rewards and consequences for their day to day conduct in and around school. If children feel safe and can enjoy their lessons, then they will learn and achieve.

To ensure Highfield St Matthew's provides a happy, safe and respectful environment for all children to learn in; our school community has come together to agree a simple Code of Conduct that will support us in making good choices. This is to be READY, RESPECTFUL and SAFE at all times.

Our aim is that every member of our school community feels valued and respected. We want all parts of our community to strive to create an environment where everyone feels happy, safe and secure. We want to ensure that every member of our school community is treated fairly and in a consistent way. These expectations are taught and practised through modelling and curriculum activities across the school. They are supplemented in PHSE, RE, circle time, nurture groups and support sessions.

All staff understand that it is their duty to help teach children to manage their behaviour well in order to fully access their right to education and develop each child's personality, talents and abilities to the fullest. This behaviour policy lays out the core beliefs behind teaching and managing behaviour in a nurturing, positive manner and details the key actions all staff will take in creating a nurturing environment (see also Safeguarding Policy, Equalities Policy, Anti-bullying Policy, Attendance Policy and Teaching and Learning Policy).

In order to teach children good behaviours, we have devised 'The Highfield SHINE Way', which explicitly sets out the behaviours we teach, preparing children to be citizens of the world. Behaviour management at Highfield St Matthew's is built firmly around prevention rather than cure and recognises that all children have the right to a primary education in which their views are respected and their opinions and the right to freedom of expression are taken into account.

## **Roles and responsibilities**

The role of *all* adults in school:

- have high expectations of behaviour at all times in line with our behaviour curriculum and policy, to communicate and model this, within and beyond the classrooms.

- follow the reward and consequence system consistently in order to ensure that positive behaviour choices are made.
- work with parents in managing their child's behaviour, as necessary.
- be responsible for the delivery of restorative discussions and promote independent discussions between peers.

#### The role of the Behaviour Lead

- implement the Behaviour Policy consistently throughout school.
- support its implementation by all other relevant members of the school community.
- keep clear and complete records of all serious incidents and keep parents informed of such.
- work with parents in managing their child's behaviour, as necessary.
- monitor regularly the effectiveness of the Behaviour Policy and report on this to the governing body/Trust when required.
- ensure that the Behaviour Policy is made available to all parents and carers through the school website and as a hard copy in the school.
- be responsible for holding regular restorative discussions with children.

#### The role of the Governing Body

- support the school in fulfilling its duty of care to our pupils through the Behaviour Policy.
- support the senior leadership team in implementing the policy and offer advice regarding specific issues as needed.
- facilitate and promote the regular monitoring and review of the policy.

#### **Building Positive Relationships**

Staff and children at Highfield St Matthew's CE Primary understand that building positive relationships and creating the right environment, is the key to managing behaviour effectively. All staff at Highfield St Matthew's CE Primary are committed to 'noticing' children in a positive way. Staff are highly skilled in understanding how to develop and build positive relationships with children. This begins with a phased start to the school day in which all children are personally welcomed by name with a friendly smile from staff. Staff at Highfield St Matthew's CE Primary know that behaviour management is the responsibility of all staff. All staff are provided with support and training in dealing with challenging behaviour to ensure the best outcomes for every child. The school recognises the importance of working in partnership with parents and always aims to engage parents in positive behaviour management systems whenever possible. This is reflected in regular meetings with parents of children who have Individual Behaviour Plans and in our reward system which acknowledges examples of good behaviour and attitude to work. We also recognise the importance constructive dialogue to further develop home/school links and create best possible outcomes for our children.

Below is a list of actions and strategies all staff working within Highfield St Matthew's CE Primary agree to implement:

- Smile - passing along positive energy and creating a sense of security and belonging for every child.
- Display only behaviour which you would want children to replicate - Staff actively model our whole school Christian vision as they demonstrate respectful interactions and conduct with all members of the school community (including respecting the views of each child and their right to express their opinion)

- Use of positive language (verbal and body) – e.g. “please put your hand up” rather than “do not shout out” and “finished” rather than “no”. This also includes positive body language and the avoidance of fear, anger and frustration in adult behaviour
- Classrooms will reflect the people who work in it (staff and children) - classrooms will have a ‘class space/board’ which personalises the room and encourages the development of relationships and a sense of belonging. This may contain show and tell items, personal photographs, achievements etc.
- Giving time to ‘Noticing’ children will be a priority for all staff. - Traditional activities such as ‘Show and Tell’ are celebrated as an opportunity to build connections and relationships with children. Children will be greeted positively as they enter the classroom each morning. Should staff notice that children are not ready for learning, they will intervene with nurturing strategies (time out, 1-1 talk time either, engagement of the Learning mentor)
- Consistent celebration of children’s achievements - (both academically and behaviourally) through the presentation of certificates and rewards as outlined below
- Closing the gap or turning down the volume- whenever possible, staff will not correct behaviour in school by shouting over distances, through crowds, or over noise. Instead , signs and positive indicators should be used if possible. Children will be spoken to privately regarding their individual behaviour in order to maintain/build the child’s self-esteem and nurture positive relationships
- Wait, watch, wonder - Becoming attuned to the child’s behaviour and really getting to know the child and their ‘triggers’ is key in assessing behaviour, preventing the escalation of situations and connecting with the child
- Necessary involvement - Staff will avoid unnecessary involvement in behaviour issues that they are not dealing with. This includes questioning and approaching children who are being dealt with by other members of staff for a behavioural issue. In the first instance, any behaviour incident will be resolved by the member of staff responding, this is regardless of their role within school. Only when deemed to be a serious incident will the SLT be asked to intervene. Upon SLT escalation, rigorous checks will be made to ensure procedures and protocols were followed and that staff were proactive in pre-empting potential behavioural issues.

### **The Highfield SHINE Way - Our Behaviour Curriculum**

In order to create an environment for all our pupils which is both safe, nurturing and where they can maximise their learning, we recognise that we need to maintain the highest possible standards of pupil behaviour. We have developed our behaviour curriculum which we call ‘The Highfield SHINE Way.’

This document sets out the rules and routines that we explicitly teach pupils. We believe this helps to build pupils' character by supporting them to develop the habits and attitudes that will enable them to succeed in later life.

### **Introduction**

We help to develop children’s character through our behaviour curriculum – ‘The Highfield SHINE Way.’

In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them.

### **How do we support our children to flourish?**

At Highfield St Matthew's, we want our children and adults to 'flourish'. We recognise, for the whole school community to flourish, we must create an environment and ethos which is positive, nurturing, encouraging and supportive. As a staff, we strive to give children the opportunity to reach their full potential, to have high expectations of themselves and a high self-worth with Christian values at the heart of everything we do and want to be. We aim for our children to shine, grow and learn at Highfield St Matthew's, to aim and aspire to achieve the best and be the best they can be.

### **Teaching the behaviour curriculum**

During Summer transition, the children will spend time with their new class teacher. The children will enter and exit through their new classroom, have lessons in their new classroom, sit in their new spaces in the hall and the dining hall. The children will be taught and learn the routines of the behaviour curriculum and for their new class.

The behaviour curriculum is also reviewed and taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each half term, our behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching which is set out in our Teaching & Learning Policy which is based on the 'Principles of Instruction' set out by Barak Rosenshine. This will include regular retrieval quizzing to strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of each term). For example, a lining up order should be taught in the classroom but must be practiced in different locations and times throughout the school day e.g. at lunchtime or playtime. It is expected that all pupils will know this content.

As Tom Bennett describes in 'Running The Room', the process for teaching behaviour explicitly is as follows:

- 1. Identify the routines you want to see
- 2. Communicate in detail your expectations
- 3. Practise the routines until everyone can do them
- 4. Reinforce, maintain and patrol the routines constantly.

It is essential that all staff / stakeholders know the details of this curriculum, teach it explicitly to pupils and continuously maintain the high standards we set. By doing so, we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach unimpeded.

### **Adaptations**

While this curriculum is intended for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the behaviour curriculum.

### **Curriculum Content**

*Curriculum content to be covered in depth during Summer transition and in Autumn Term 1 and revisited frequently (and where reinforcements and reminders are needed) throughout the year.*

### **Our School Rules**

Know that there are three key rules in school:

- Ready
- Respectful
- Safe

Know the following examples of these three principles –Be Ready, Be Respectful, Be Safe.

### **Ready to Learn**

*Ready to Learn means:*

- Showing our whole school 'Ready Positions'
- Sitting still
- Looking at the teacher
- Hands free (no equipment in hands)
- Eyes to the front of the room / focus of the room
- Sitting up straight in your chair
- Listening carefully to the teacher
- Sitting silently
- Giving the teacher your full attention during teacher talking or modelling
- Working hard on tasks given
- Being in the right place at the right time
- Completing homework on time
- Come to school in the correct school uniform/PE uniform
- Being ready to work with a partner or group when asked

### **Respectful to Everyone**

*Being respectful to everyone means:*

- Say please and thank you
- Hold doors open for adults
- Use kind words always to other pupils
- Be polite and use your manners when asking other pupils for something
- Show respect to everyone and work together as part of a team
- Be polite and greet and say good morning/ afternoon to adults
- Accepting responsibility if you make a mistake and saying sorry
- Know if you respect someone, you have a good opinion of their character or ideas.
- Knowing how to build upon or challenge someone's ideas in a respectful way
- Tidying up your own workspace and the classroom
- Being responsible for your own workspace and your equipment (pucks / pencil cases) given to you by school

### **Safe everywhere**

- WOW Walk around the school at all times
- Play sensibly with equipment
- Put all equipment away in the playground boxes at the end of play
- Sit still on your chair with all four feet on the floor
- Keep your hands and feet to yourself
- Kind words ONLY
- Do not play fight
- Respond to our agreed hand signals (i.e. Team Stop, 1-2-3 line up)
- Remember that playing sports at break times is friendly and non-competitive
- Know pupils who do not follow the school rules will have a consequence for this.

## **Moving Around School**

Know that we walk around school using **WOW Walking**

*Know that WOW Walking means:*

- Line up in register order
- Facing forwards in the line
- Stand one behind the other in the line
- Walking at a steady pace
- Keep up with your partner
- Walking in a straight line
- Walking with hands by your sides
- Listening and looking towards the adult in the line
- Walking in silence
- Know when we move around school, we walk on the left of the corridor
- Know we use Wow Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school
- WOW walk silently around school and entering and exiting worship
- Know that we have set spaces in the corridor to stop and wait for an adult.

## **Classroom routines**

Know that we use **Good Listening**

*This means that we:*

- Line up in register order
- Face forwards in the line
- Hands still and in a 'Ready Position'
- Sit up straight on your chair
- Never interrupt when someone else is talking
- Track the speaker
- Give the speaker your full attention
- Know we all use Good Listening to ensure everybody can learn without distractions
- Look out for and respond to Non-Verbal Signals given by the adult

## **Lining Up**

*When we line up we:*

- Line up in register order (or other given place in the line)
- Know the order that you always line up in.
- Know who you stand in front of and who is behind you.
- Know you should line up without leaning against the walls/furniture
- Know where to stand in your classroom when lining up in class
- Know to line up using the 1.2.3 signal given by the adult
- Know to move from your table in class to the line in silence
- Know when lining up outside, we listen for the first whistle and stand still and walk silently to the line
- Know when we line up after playtime and lunchtime that we are silent
- Know we WOW walk back into class in silence from the playground to our classroom

## **In the classroom**

- Know we have positions in the classroom for where we line up so that our line is well-spaced and safe for all

- Know we have a routine for handing out and collecting books
- Know we have a set place where our books go when they are packed away
- Know we have a set place where the books go if the teacher needs to check them.
- Know all equipment must be placed at the top of the child's desk and their book open neatly in front of them.
- Know the classroom is a place of calm and quiet and that everybody has a right to learn.
- Know the 'Non-Verbal Signals' that we use in class (Hand Stop Signal, 1.2.3, Talk Partner Signal.)
- Know the routine for entering the classroom and getting ready to work is entering in silence.
- Know in all lessons there is a challenge or task to complete at the start of every lesson.
- Know where you sit in class during lessons (including 'carpet places')
- Know the routine for handing out and collecting exercise books in the classroom.
- Know there are classroom monitors for key jobs in the classroom.
- Know where to hang up your coat / place your lunch box and water bottle.
- Know you should try to only go to the toilet at playtime or lunchtime or if you are ill during lessons.
- Know you need to get equipment out ready for the lesson (in your pack) and to look after it.
- Know any deliberate damage to school equipment will incur a consequence.
- Know we use a 'No Hands Up' approach in our lessons.
- Know that it is important to speak loudly and clearly in class when sharing answers so that everyone can hear.
- Know that when you want help from an adult you raise your hand and wait quietly unless the teacher has indicated otherwise.
- Know verbal answers should usually be given in full sentences e.g. Who was Florence Nightingale? '*She was a famous nurse.*'
- Use kind words to your classmates always.

### **Speaking in Class (Oracy)**

Know that we use 'SHAPE your answer' to help us to speak clearly in class:

Know that this stands for -

- **Sentences** - pupils know that they must answer in full sentences when appropriate
- **Hand away from mouth** - Pupils know that they must keep their hands away from their mouths while speaking
- **Articulate** - Pupils know that they must pronounce words clearly
- **Project** - Pupils know that they must speak with a voice which is loud enough for everyone in class to hear
- **Eye Contact** - Pupils know that it is polite to look at the person you are speaking to
- Know we have a class Oracy focus per term
- Know that we can build or challenge a partner or peer idea in a friendly and supportive way.

### **Completing work in books**

- Know how to set out work in books according to our Presentation Policy (see separate document).
- Know that each piece of work needs a date and title.
- Know that you must use 'one square, one digit' when writing in maths books. Know how to underline titles using a ruler.
- Know how to correct mistakes by drawing a straight line through your work.
- Know to always try your best with your work, in all subjects.

## **Manners**

We make sure we are always polite to each other.

Know that this means:

- **Mr, Mrs and Miss** - pupils know that they must use Mr, Mrs or Miss when talking to members of staff.
- **Thank You** - pupils know that they should say 'thank you' when they receive something, or someone does something nice for them.
- **Excuse Me** - pupils know that they should say 'excuse me' if someone is in their way or they would like to get past.
- **Please** - pupils know that they should always say 'please' when they are asking for something.
- **Smile** - pupils know that they should be positive and upbeat when talking to adults and each other.
- Know you should be polite and let any waiting adults through a doorway before walking through yourself.
- Know you should respond to adult when they talk to you.
- Know you should say 'Good morning/afternoon Mr/Miss' to adults if spoken to.
- Know it is polite to ask questions such as "How are you today, Miss?", "Have you had a good morning, Mr/Mrs/Miss?", "Did you have a good weekend, Miss?" or comment on the weather.
- Know it is polite to give **eye contact** to the person you are talking to. (Adaptations made when required)
- Know it is important to show **gratitude** to others by thanking people for what they have done for you.
- Know it is important to have good manners so that people act politely back to you.

## **Playtime Behaviour**

- Know you must walk from your classroom to the playground using 'WOW Walking'.
- Know you must play safely without hurting anyone.
- Know you must include people in your games and not leave anybody out on purpose.
- Know we do not 'play fight' because we may hurt someone by accident.
- Know you must be kind and always think of others when out on the playground.
- Be kind by including people in your games and sharing equipment.
- Know you must always put equipment back in the playground boxes.
- Know you should share the equipment and take turns with others.
- Know someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- Know you do not kick the stones by the playground equipment as this creates a messy and unsafe playground.
- Know you should not scream when playing together at playtime.
- Know when called, you must line up in your alphabetical order quickly.
- Know you should be silent in the line ready to go back into class.

## **Lunchtime Behaviour**

- Know to play kindly and fairly with others following the rules in the Playtime section.
- Know where you line up for lunchtime when you are given the signal by your Midday Supervisor.
- Know when the whistle blows to signal for everyone to stop, you must stand still and show the Hand Stop Signal.
- Know when the whistle blows for the second time, you must walk silently to the line.
- Know where you sit in the dinner hall during lunchtime.
- Know you should use a quiet voice in the dinner hall.
- Know if you cannot hear the music playing in the hall, the noise level is too high.

- Know you should always try to use a knife and fork correctly (this will be explicitly taught in EYFS and KS1)
- Know you should finish what you are eating before leaving your seat.
- Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to midday supervisors.
- Know that 'good manners' means saying 'please' when you ask for something and 'thank you' when you receive it.

### **Class Rules**

- All classes will generate a class set of rules and expectations, 'We will and We Won't' based on the principles in the whole school behaviour policy.
- All classes will display their set of classroom rules and expectations in their classroom.
- See appendix 4 for a breakdown of class expectations linked to 'We Will... and We Won't...'

### **Preventing Bullying**

Know that bullying is:

- Hurting someone else on purpose
- Repetitive – it happens again and again
- Can be physical, verbal, and emotional
- Know that incidents which can lead to bullying can be indirect. This means:
  - ❖ Leaving people out of groups or games.
  - ❖ Talking about someone behind their back.
  - ❖ Standing by and watching someone get bullied without letting an adult know.
  - ❖ Know that if this happens online, it is called cyberbullying.
  - ❖ Creating online groups and purposely leaving someone out.
- Know if you think you are being bullied you should tell an adult.
- Know that bullying is unacceptable and that it will be dealt with seriously by all adults at Highfield St Matthew's.

### **School Uniform**

We wear a school uniform to show that we are proud to be a member of Highfield St Matthew's. We know that our School Uniform represents us. Please see our School Uniform Policy.

### **Start of the Day Routine**

At the start of the school day, children enter school at 8.40a.m. and registration is at 8.55a.m.

Children know that they:

- Come into school calmly and quietly
- Hang their coats and bags on their pegs
- Enter class calmly and quietly
- Greet a member of staff and respond to an adult as they are greeted
- Can talk to a member of staff if they need to
- Get out their equipment and get ready for the school day
- Start their morning Maths challenge
- Have all of the equipment that they might need for throughout the day
- Should be silent when the register is being taken
- Watch for the signal of the adult to line up in alphabetical order for worship

### **End of the day routine**

To ensure that the children have a calm and safe end to the school day our children know:

- To listen to the end of day novel time respectfully
- To line up silently in register order or be sent to the cloakroom a table at a time to collect their belongings for home time.
- To collect their belongings silently, whilst being supervised by an adult, from the cloakroom.
- To line up in alphabetical order to exit the classroom for home time.
- That children in EYFS and KS1 sit silently on tables or on the carpet ready to be called to be handed over to their adult.
- That all children must wait until a member of staff calls their name before they get out of their seat.
- All children know that they should must be handed over to an adult by a member of staff.
- That if they are in Year 5 and Year 6, they must tell the member of staff that they can see their adult who has come to collect them and then be given permission by the staff member to go over to them.
- If they are in Year 5 and Year 6 and they walk home, prior permission must be given by their parent in written form. (Section in Reading Diary for parents to complete.)
- If there is any change to the walking home days, then school must be notified prior to the end of the school day (preferably in the morning).
- Know that pupils (in Year 5 and Year 6) must stay in a straight line, in alphabetical order while walking out to the playground the playground until they reach their meeting point on the playground.
- Know that they must stand in front of the teacher at the meeting point.
- Know that they must not go home until the teacher has checked that the correct adult is picking them up.
- Know that these procedures are put in place to keep all children safe at home time.
- Know that mobile phones should not be switched on or used whilst on the school premises. Mobile phones should be switched on as the children are handed their phone on the playground at the end of the school day.

### **Whole School Rewards and Sanctions**

At Highfield St Matthew's, we have a whole school rewards and sanction system which all classes follow. Please see appendix 2 and 3 which outlines the rewards and sanctions which we follow.

### **Highfield St Matthew's C.E. Primary School Whole School Rewards**

To promote and praise positive behaviours outlined in the behaviour policy, we follow the following whole school rewards:

#### Whole Class / Individual Rewards

- All children are given an individual avatar on the Dojo online Platform
- Children receive Dojo points for showing positive behaviours outlined in the behaviour policy.
- The individual with the most Dojo Points for the week are awarded the VIP of the week.
- The group table / row with the most Dojo points across the week are awarded the VIP Table / Row award.
- VIP and VIP Table / Row will receive 5 minutes extra play on Friday as a reward
- Children will receive a dip in a prize box or a cushion to sit on for the following week in class as a reward for being awarded the VIP / VIP row.

#### Dojo Points

Children will be awarded Dojo certificate for:

100 Dojo points – Bronze Award

150 Dojo points – Silver Award

200 Dojo points – Gold Award

300+ Dojo Points – Platinum Award

Children will be awarded these certificates in class as they reach the points milestones.

#### Ready, Respectful and Safe Certificate

Each week, one child will be chosen per class to be awarded the 'Ready, Respectful and Safe' award in worship. This certificate represents our whole school rules and children who live out these rules in all aspects of school life will be chosen for the award.

#### Compliment Slip

Each week, a child will be selected by the class to complete a compliment slip. The chosen child will receive a compliment slip with a compliment from:

- The class Teacher
- Two children from class
- A prayer for the child
- A space for home to add their compliment

There is a whole school template to record compliments on.

#### **Highfield St Matthew's C.E. Primary School Whole School Sanctions**

To promote the highest standards of behaviour outlined in the behaviour policy, we follow the following whole school system for sanctions when children need support and reflection to enable them to follow our whole school rules.

#### **Warning / Sanction System**

If children are not following our whole school rules and values outlined in the behaviour policy the following steps must be followed:

- Step 1: Non-Verbal Warning. (This might be a look or a hand signal or gesture to the child to indicate that the adult has observed the child not following the rules set by the school and needs a Non-Verbal reminder to get back on task.)
- Step 2: Verbal Warning. If the child's behaviour continues, there will be a consequence. (The teacher will give a verbal warning and write the child's initials on the whiteboard.)
- Step 3: Consequence. (The adult will explain to the child that they will have to miss a playtime to reflect upon their actions and complete a restorative justice sheet. The restorative justice sheet will be uploaded onto CPOMS the following day.)
- Step 4: Repeated Consequence. If the child's behaviour continues, there will be a consequence during the second play over lunchtime. This will be either 15 minutes or 30 minutes of the lunchtime play. If the incident is deemed more serious, the child will spend their lunchtime with a member of the Senior Leadership Team. (If this happens, children will be given time outside for fresh air.)
- Step 5: Removal from Class. If the child's behaviour continues, or if a child's behaviour is deemed more serious, the child will spend a period of time completing their work in another class. The length of time will be agreed with the behaviour lead and parents will be informed.

#### Consequence

The child will stay in their classroom with their class teacher and complete a /reflection restorative log. The children will be supported to reflect upon their actions and see how they can change their future actions

The restorative log must be uploaded onto CPOMS.

The consequence must be reported to the parent via either:

- phone call
- a short conversation at the end of the day
- a generic message via the Dojo system

(Class teachers will use their professional judgement to decide on the best approach to communicate to parents.)

Some behaviours are deemed serious enough to move straight to the 'Consequence' stage. These include:

- Pushing or hurting someone by being silly
- Pushing or hurting someone deliberately – or through anger
- Damaging something on purpose
- Saying something unkind to others
- Refusing to do work or tasks
- Leaving the class/ classroom without permission (depending upon the likely safety implications this caused)
- Using offensive language
- Using a phone on the school grounds
- Acting in a way that could cause hurt or offence to someone else
- Bringing a dangerous (weapon or sharp object) or banned item into school
- Stealing
- Bullying (see our definition of Bullying in our Anti-Bullying Policy)

*This list is not exhaustive; we could not specify each and every particular as to a possible indiscretion. Staff will always use professional judgement and seek clarification from the Behaviour lead to ensure that consistency is applied. Previous incidents could become a factor in what sanction is used as could the potential to cause harm, injury or likely injury to oneself or others or the extremity of the event. A child can enter at any stage of our sanctions table or warning level. At any point the SENDCO may intervene and provide additional support and guidance with behaviour issues and work between home and school to support this.*

### **Repeated Consequences**

If a child has a consequence 3 times or more within a half term then they will need to discuss their behaviour and actions with the class teacher, their phase leader and their parent.

- **Step 1:** The child will discuss their behaviour and actions with the class teacher and phase leader agree a plan of how behaviour will improve. This should be logged on CPOMS.
- **Step 2:** If there is no improvement and there is a repeat consequence following this discussion, the child's parents will be informed and invited to discuss their child's behaviour with the class teacher. Realistic and achievable targets will be agreed of how behaviour will improve. (This can be via telephone or in person and must be recorded on CPOMS.)
- **Step 3:** If there is still no improvement, the child's parent will be invited in to meet with the class teacher and phase leader to discuss and agree the steps of how behaviour will improve. A daily report card will be put in place for the child to monitor and support behaviour. The report card will be in place for 2 weeks (adaptations were required) and reviewed at the end of the two weeks with the class teacher, phase leader and parent.
- **Step 4:** If there is still no improvement following the daily report card, parents will be invited to meet with the class teacher and behaviour leader to agree an extension of the daily report card and other adaptations needed to monitor and support behaviour.
- **Step 5:** In exceptional or persistent circumstances, school may consider a fixed term suspension or permanent exclusion.

### Time Out/Reflection Time

Staff at Highfield St Matthew's CE Primary recognise that sometimes it may be necessary to provide children with quiet spaces where they can take time out to become calm and reflect upon their behaviour. When this is a necessary action for a child, their class teacher will advise them of which spaces in school are suitable for them to use and this will be fully discussed and agreed with the child and their parents where necessary. 'Time out' can be used for short periods, or longer periods, at the discretion of the SLT. Where 'Time Out' is used as a sanction for more serious incidents the Head teacher or Deputy in her absence, will decide upon the length. The length will depend on the severity of the incident, age of the child and the record of any previous incidents kept by the school.

#### Suspensions and Permanent Exclusions:

Start of a more formal route to supporting the pupil with possibility of suspension/permanent exclusion. This is likely to be due to a high number of repeated examples of poor behaviour choices and/ a one-off serious incident. These could include but are not limited to for example: Extreme Violence, Serious Challenge to Authority Physical Abuse to children and staff, Not responding in a positive manner to instruction, Bullying, use of violent or threatening language or actions

- Only the headteacher (or the acting headteacher) has the power to suspend/ permanently exclude a pupil from school. The headteacher may suspend for up to 45 days and may also exclude a pupil permanently.
- It is also possible for the headteacher to convert a suspension into a permanent exclusion if the circumstances warrant this.
- If the headteacher suspends/permanently excludes a pupil, s/he informs the parents immediately, giving reasons for the suspension/permanent exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The headteacher informs the LA and the governing body about any suspensions/permanent exclusions,
- The governing body itself cannot suspend/permanently exclude a pupil or extend the suspension period made by the headteacher.
- The governing body has established a pupil discipline committee. This committee reviews the circumstances of exclusion from the school made by the headteacher. In the case of any permanent exclusion, the parent/guardian has a right to appeal to an independent panel, established by the LA.

#### **Attendance and Punctuality**

At Highfield St Matthew's, we pride ourselves in the highest possible standards of attendance and punctuality. We want all of our children to be in school and on time each day, so that they have the best possible education.

We want our pupils to:

- Attend school every day.
- Arrive at school on time every day.
- Know that attending school on time every day is important so that you don't miss important learning.

#### **Behaviour Outside School**

- Know that when you are wearing your school uniform you are representing the school community and must always behave responsibly and respectfully.
- Know that you should be considerate of other people arriving and leaving school.
- Know that being considerate means thinking about other people's needs, wishes and feelings.
- Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice (not shouting).

- Know that you must be safe when exiting the school premises onto the busy main road.
- Know that you should take care when crossing the road and always use the pedestrian crossing.

### **Power to use reasonable force- searching, positive handling, physical intervention:**

#### Searching Pupils

We have a duty of care to all pupils in our school. This means that we balance:

- The need to safeguard all pupils by confiscating harmful, illegal, or disruptive items
- The safeguarding needs and wellbeing of pupils suspected of possessing these items

The 'best interests' of the child is always our primary consideration. [Keeping Children Safe in Education](#) (KCSIE) sets out the statutory duty of all staff to make sure that they make decisions in the best interests of the child. This applies to decisions to search pupils and confiscate items.

We also consider that all pupils have a right to expect a reasonable level of personal privacy, under [Article 8](#) of the European Convention on Human Rights. Any 'interference' with this right by our school is always justified and proportionate.

We will only search a pupil if we have good reason to, and we always take into consideration that it could infringe upon their wellbeing and rights in several different ways. For example:

- Loss of privacy when clothes, bags or possessions are searched
- Loss of a sense of security, if they feel they are being monitored and searched without reason
- Impact on a pupil's dignity or reputation if they are searched or suspected of possessing prohibited items

We are always vigilant towards possible biases affecting decisions to carry out our escalate searches. We use any data from our records of searches to see if any groups are disproportionately subject to searches. ***Any searches or confiscations are treated as a safeguarding issue.***

DFE Guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

Children in possession of drugs, alcohol or weapons are considered vulnerable and at risk of exploitation. Paragraph 20 of [KCSIE](#) highlights the need to be alert to the potential risks of children who are:

- Showing signs of being drawn in to anti-social or criminal behaviour
- In challenging family circumstances, such as drug and alcohol misuse
- Misusing drugs or alcohol themselves

A search can play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. Our designated safeguarding lead (DSL) will make an immediate referral if they find evidence that a child is at risk of harm.

- Staff members have the power to search pupils for any item if the pupil agrees, under the common law (paragraph 4 of the [DfE guidance](#)).
- Only the headteacher and members of staff authorised by the headteacher have the power to search a pupil for a prohibited or banned item, regardless of whether the pupil agrees (sections [550ZA](#) and [550ZB](#) of the Education Act 1996, and paragraph 10 in the guidance).

At Highfield St Matthew's, only the headteacher or a member of the Senior Leadership Team will carry out searches.

### Banned Items

As stated in guidance from the DfE The school may search your child if they think your child has any banned items. The member of staff should always try to get your child's cooperation before searching them. If your child does not cooperate, the staff member may still search them if there's a risk of serious harm. Banned items include:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

### What happens during a search

Searches must always be carried out by someone of the same sex as your child. A witness should also be present unless there's a risk of serious harm if the search is not carried out urgently. The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

### When an item can be confiscated

A member of staff can confiscate an item if:

- it's banned
- it poses a risk to any person
- it's considered to be evidence relating to an offence

School staff may also confiscate items as a sanction.

### Complaining about a search

Parents should always be told about any search for a banned item and the outcome - including any sanctions. If you're unhappy with a search on your child at school, talk to the headteacher. If you're not satisfied, ask for a copy of the complaints procedure.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

### Use of Reasonable Force

School refers to the guidance released by the DfE in regard to the use of reasonable force. This guidance is linked below.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

Staff take part in regular training on positive handling to learn how to keep children and themselves safe should a child have to be handled. All incidents of positive handling are recorded on CPOMS. We always make decisions in the best interests of the child.

Staff may use reasonable force to safeguard and prevent pupils from committing a criminal offence, injuring themselves or others or damaging property and to safeguard all pupils and maintain good order and discipline in the classroom.

Appendix 1

**Restorative Log**

Name:

Date:

Parent/ Guardian involved:

What has happened? (teacher completes)

Who has been affected by your actions / how do they feel?

How will your parents / carers feel about this?

What needs to happen now?

**Signed by:**

Child:

Adult in School:

STAFF TO LOG THIS ON CPOMS