



## **Highworth Combined School & Nursery**

### **Behaviour Policy (A Positive, Consistent and Safe Approach)**

**This policy was written/updated by:** Highworth Combined School leadership team

**This policy was reviewed by:** Curriculum Committee

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**Review date:** September 2029

## **1. Behaviour Ethos**

Highworth Combined School & Nursery is committed to achieving the highest possible academic standards by valuing all individuals, irrespective of gender, race, colour, creed, disability or social background. We develop happy, caring children who demonstrate high standards of courtesy, consideration and behaviour. We work to ensure that children develop the knowledge, habits and character needed to become responsible citizens in a diverse society.

Good behaviour is fundamental to effective teaching, learning, safeguarding and wellbeing. Our approach is rooted in high expectations, strong relationships, explicit teaching of behaviour and fair, consistent support for children to make good choices.

We believe that:

- behaviour is learned and therefore must be explicitly taught, modelled, practised and reinforced;
- all children can behave well when adults provide the right structures, support and consistency;
- good behaviour and self-discipline grow from strong relationships, clarity, repetition and fair consequences;
- children are more likely to succeed when they feel safe, valued, included and understood; and
- staff are role models and must demonstrate the standards of conduct, language and self-regulation that we expect from pupils.

This policy should be read alongside the school's Safeguarding and Child Protection Policy, SEND Policy, Anti-Bullying Policy, Equality Policy, Attendance Policy, Online Safety Policy and any related procedures on restrictive interventions, suspensions and exclusions.

## **2. Aims**

This policy aims to:

- provide the basis for the development of a positive, whole-school ethos towards behaviour;
- define the expectations we have of each member of the school community;
- provide clear guidance for the implementation of a consistent approach to positive behaviour management;
- provide guidance and support for staff when dealing with inappropriate behaviour;
- protect the safety, dignity and learning of all members of the school community;

- support children to become self-disciplined, respectful, responsible and emotionally literate;
- set out how rewards, consequences, suspensions, permanent exclusion and restrictive interventions are used lawfully and appropriately; and
- ensure the school's practice reflects current Department for Education guidance.

### 3. Principles

Our behaviour policy defines our expectations with respect to conduct within school. Its application must be seen to be fair, proportionate and consistent. It applies to all pupils, all staff, all volunteers and all adults working in school.

Everyone in school is expected to do their best. As a school, we work to create a community in which every individual is valued and knows they are valued. The needs of each individual are understood, considered and respected. In order to support this and to uphold our behaviour ethos, we use Jigsaw PSHE lessons, beginning each year with *Being Me in My World*. Through this work, children learn about the Jigsaw Ethos, which epitomises our values at Highworth:

#### The Jigsaw Ethos

- a) To show consideration and respect for ourselves, each other and our environment
- b) To cooperate in learning and social activities
- c) To take responsibility for our actions and show self-discipline
- d) To have the right to share our opinions and to have our work valued by others
- e) To always demonstrate the Highworth values of **Curiosity, Achievement, Resilience and Relationships**

Pupils value rules more highly if they feel they have had a hand in creating them. At the beginning of each year, children revisit the whole-school Jigsaw Charter. Using the Jigsaw Ethos and Highworth values, class charters are then created between the teacher and children and followed throughout the year. Our Jigsaw Charters, and the ethos that underpins them, are regularly explained and discussed in class, in assemblies and with individuals.

Our behaviour approach is also organised around the simple language of being **Ready, Respectful and Safe**, which supports children to understand the purpose behind our routines, expectations and consequences.

#### Teach Like A Champion

The *Teach Like a Champion* behaviour ethos combines high expectations, explicit teaching of behaviour, consistency, and strong relationships to create a disciplined but positive classroom culture where learning can thrive.

At its core is the belief that **behaviour is a skill**, not just a personality trait. That means students need clear instruction on how to behave, just like they need instruction in academic content. Teachers model expectations, break them down into steps, and give students opportunities to practise them until they become habits.

A key principle is “**what you permit, you promote.**” Small lapses—like calling out, sloppy transitions, or inattentiveness—are addressed early and consistently so they don’t become norms. High expectations are maintained not through harshness, but through calm, firm, and predictable responses.

The ethos also emphasizes **positive framing and relationships**. Teachers are encouraged to correct behaviour respectfully, assume the best intentions, and build trust, while still being clear and unwavering about expectations. Praise is used strategically to reinforce what “right” looks like.

Finally, routines and systems are crucial. Efficient entry, transitions, participation and attention signals reduce wasted time and cognitive load, allowing students to focus on learning rather than uncertainty.

### **The Highworth Way**

The ‘Highworth Way’ curriculum focuses on building pupils’ character by explicitly teaching positive behaviours and habits, such as being polite, respectful, and considerate. These behaviours are practised regularly so they become lasting habits that shape both self-perception and how others view them.

Behaviour is taught explicitly, especially at the start of the school year and revisited each term, using structured teaching methods like those in Principles of Instruction. Teachers model expectations, provide opportunities for practice, and reinforce routines consistently across all school contexts.

Following guidance from Running the Room, effective behaviour teaching involves clearly defining routines, communicating expectations, practising them, and maintaining them over time. This consistent approach helps create a safe, focused learning environment.

The curriculum is adapted as needed to suit different ages and individual needs, particularly for pupils with SEND, ensuring expectations are applied with sensitivity.

### **Pocket Principles**

There are two behaviour principles in school known as the **pocket principles**. These are to

- **Work hard**
- **Be kind**

## High 5

When children have disputes among themselves, we use the High 5 system in the first instance. Through following this, children are encouraged to verbally challenge wrongful behaviour and then report what has happened to an adult, if necessary.



## 4. Legal and Guidance Framework

This policy reflects, and should be applied with due regard to, the following:

- the Education and Inspections Act 2006;
- the Equality Act 2010;
- the Children and Families Act 2014 and the SEND Code of Practice;
- DfE *Behaviour in Schools* guidance;
- DfE *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* (August 2024);
- DfE *Restrictive interventions, including the use of reasonable force, in schools* (effective from 1 April 2026);
- DfE *Keeping Children Safe in Education*; and
- other relevant safeguarding, attendance and alternative provision guidance.

The policy also reflects best-practice features seen in successful school policies, including explicit behaviour teaching, a clear behaviour curriculum, strong routines, relational support, consistent adult responses and careful monitoring of vulnerable groups.

## 5. Roles and Responsibilities

### 5.1 Governing Board / Curriculum Committee

The governing board will:

- review and approve the behaviour policy;
- satisfy itself that the policy is lawful, fair and consistently applied;
- monitor behaviour records, suspension and exclusion data, restrictive intervention data and patterns affecting vulnerable groups;
- ensure that the school fulfils its duties under equality, safeguarding and SEND law;
- ensure appropriate training, systems and oversight are in place;
- consider suspensions and permanent exclusions as required by law; and
- review whether school practice remains effective and proportionate.

## **5.2 Headteacher**

The Headteacher will:

- lead a positive whole-school culture of high expectations and support;
- ensure this policy is implemented consistently;
- support staff in managing behaviour effectively;
- oversee behaviour records and patterns;
- ensure reasonable adjustments and support are in place where needed;
- decide whether suspension or permanent exclusion is lawful and necessary;
- ensure restrictive interventions are only used as a last resort and are properly recorded, reviewed and reported; and
- report to governors on behaviour, suspensions, exclusions and serious incidents.

## **5.3 Senior Leaders, Key Stage Leaders and DSL**

Senior leaders will:

- support staff with behaviour decisions and consistency;
- review behaviour patterns and intervene early where needed;
- ensure incidents that raise safeguarding concerns are responded to in line with safeguarding procedures;
- advise when parental contact should not take place because doing so may place a child at risk;
- oversee reintegration following suspension, significant incidents or behaviour crisis; and
- ensure staff understand how SEND, trauma, mental health and safeguarding issues may affect behaviour.

## **5.4 Staff**

All staff, including teachers, support staff and midday supervisors, will:

- model exemplary behaviour and respectful language;
- explicitly teach routines, expectations and the Highworth Way;
- use the behaviour management strategies in Appendix 1 before escalating wherever appropriate;
- apply rewards and consequences fairly and consistently;

- record incidents in line with school procedures;
- communicate concerns to relevant leaders and parents as required;
- seek support early for children whose behaviour suggests unmet need; and
- use physical intervention only where lawful, necessary and proportionate.

### **5.5 Parents and Carers**

Parents and carers are expected to:

- support the school's ethos, rules and routines;
- work in partnership with staff to support their child's behaviour;
- engage with meetings and agreed support plans where concerns arise; and
- treat school staff and other families respectfully.

### **5.6 Pupils**

Pupils are expected to:

- follow the Highworth Way and the Jigsaw Charter;
- behave in a way that is Ready, Respectful and Safe;
- treat others kindly and fairly;
- take responsibility for their words and actions;
- tell an adult when worried or when behaviour is unsafe; and
- try to repair relationships when things go wrong.

## **6. The Highworth Way – Behaviour as a Curriculum**

The Highworth Way is the school's explicit behaviour curriculum. It sets out the routines, manners, habits and conduct that pupils are taught, expected to practise and expected to maintain across the school day.

The Highworth Way is:

- taught explicitly during the first week of the Autumn term;
- revisited at the start of each term and reinforced throughout the year;
- modelled consistently by all staff;
- practised deliberately in different contexts across the school day; and
- applied in an age-appropriate and inclusive way, with reasonable adjustments where needed.

In summary, the Highworth Way teaches pupils to:

- follow the **Pocket Principles** of **Work hard** and **Be kind**;
- move around school using **Fantastic Walking**;
- demonstrate good manners, gratitude and courtesy;
- behave safely and kindly at playtime and lunchtime;
- follow agreed routines for lining up, moving around school and using shared spaces;  
and
- use toilets appropriately and in line with school routines.

All staff are expected to know the Highworth Way, teach it explicitly, reinforce it consistently and uphold the high standards it sets.

The **full operational detail** of the Highworth Way curriculum, including the precise content taught to pupils and the expectations staff should reinforce, is set out in **Appendix 5**.

## **7. Procedures**

### **7.1 Standard School Procedures**

We are committed to promoting our school ethos and positive values in all that we do. Staff are models of excellence in the way they behave.

When children have disputes among themselves, we use the **High 5 system** in the first instance. Through following this, children are encouraged to challenge wrongful behaviour appropriately, use their words and then report what has happened to an adult if needed.

We use opportunities in curriculum subjects, PSHE, RE and Collective Worship to discuss behaviour and the social, emotional and moral aspects of learning.

Achievements at our school are appreciated and celebrated. In addition, we strongly value behaviour that upholds the Jigsaw Charter, the Highworth Way and school values. The school therefore uses a series of rewards and incentives, outlined in Appendix 2.

We recognise that, at times, children need support to be guided away from anti-social behaviour and towards the expected behaviour. At all times, staff will deal with children in a sensitive way to ensure that self-esteem is not damaged.

In the first instance, staff will use the behaviour management strategies outlined in Appendix 1. Where those strategies are not successful, or where behaviour is more serious, the sanctions outlined in Appendix 3 will be used.

For some children, particularly those in the Foundation Stage who may be at an early stage of emotional and behavioural development, senior staff will make a professional judgement regarding isolated incidents. In such cases, the response or sanction will be agreed with the Headteacher or Deputy Headteacher following discussion with the appropriate staff.

## **7.2 Procedures for Identified Children**

At times, some children need additional support to help them develop positive behaviour. These children may have **Behaviour and Learning Plans** which are available to relevant staff. These plans allow all staff involved to identify the most appropriate strategies for managing and supporting behaviour, and those strategies will not necessarily mirror every stage of the general behaviour policy.

Where this level of support is required:

- parents will be contacted to discuss the child's needs and how home and school can work together;
- a decision will be made about what additional resources and provision should be put in place;
- this will be recorded on a Provision Map or equivalent support planning document;
- relevant staff will be made aware of the agreed strategies;
- reasonable adjustments will be made where required; and
- further details will be considered alongside the SEND Policy and safeguarding procedures.

Where behaviour becomes extreme or persistent and interventions are not successful, the school may need to consider suspension or permanent exclusion. These are reserved for the most serious situations and will be used only in accordance with DfE guidance.

## **7.3 Bullying**

The school recognises that where anti-social behaviour becomes the persistent use of aggression, intimidation or unkindness with intent to hurt or isolate someone, it may amount to bullying. Our procedures for preventing and addressing such behaviour are detailed in our Anti-Bullying Policy.

## **7.4 Behaviour Outside School**

The school will apply behaviour expectations and sanctions where unacceptable behaviour is seen on visits or activities arranged by the school.

## **8. Working with Parents and Carers**

We recognise the importance of parents and carers in developing a child's personal behaviour code. The Jigsaw Ethos is detailed in this policy and children and parents are asked to sign the Home-School Agreement at the first parents' meeting. Any parent unable to attend will be sent a copy to return to school.

Where outstanding positive behaviour has been noted, parents may be invited to share in their child's achievements. Where anti-social behaviour becomes a concern, parents will be contacted and involved in the development of intervention and support.

At all times, parents are encouraged to take part in evaluating how effective support has been and in planning next steps.

To protect children's privacy, the school will share with parents information about how the behaviour policy has been implemented in relation to their own child, but not confidential information about other children.

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## **9. Monitoring and Evaluation**

This policy will be monitored and evaluated by senior staff and governors. They will review behaviour records, the exclusions log, restrictive intervention records and wider patterns in school data to ensure that current practice is effective, fair and lawful.

Monitoring will include consideration of:

- the frequency and nature of behaviour incidents;
- the use of rewards and consequences;
- patterns affecting groups of pupils, including those with SEND, pupils with social workers, looked-after or previously looked-after children, disadvantaged pupils and pupils with protected characteristics;
- the use of white, yellow and red cards;
- the use of restrictive interventions;
- suspensions, permanent exclusions, managed moves and off-site direction where relevant; and
- whether children return successfully to learning following intervention.

The policy will be reviewed in line with the Governors' Curriculum Committee schedule or sooner if legislation or guidance changes.

## **10. Equality, Inclusion and Safeguarding**

This policy has been written in accordance with, and is intended to meet the requirements of, the Equality Act 2010.

The school recognises that behaviour can be influenced by safeguarding concerns, adverse childhood experiences, trauma, mental health needs, special educational needs, disability, communication differences, family circumstances and other vulnerabilities. Staff must therefore look beyond the presenting behaviour and consider possible underlying causes.

The school will:

- avoid discriminating against, harassing or victimising pupils because of a protected characteristic;
- make reasonable adjustments for disabled pupils;
- use best endeavours to secure appropriate provision for pupils with SEN;
- ensure behaviour systems do not unfairly increase the risk of exclusion for vulnerable pupils;
- involve safeguarding leads where concerns arise; and
- take account of the views of the pupil, parents and relevant professionals.

## **Appendix 1: Behaviour Management Strategies**

This list does not contain every possible effective way to deal with anti-social behaviour. However, the strategies below help ensure that anti-social behaviour does not become more frequent or escalate unnecessarily.

1. Discussion and reminders of the agreed code of behaviour, the Jigsaw Charter and the Highworth Way.
2. Using role play, stories and drama to teach and re-teach appropriate behaviour.
3. Being aware of possible problem times, for example class movement, organisation of resources and unstructured activities.
4. Pre-empting difficult situations and quietly diffusing problems.
5. Praising desired behaviour and identifying the specific behaviour being praised.
6. Using the incentive system described in Appendix 2.
7. Ignoring attention-seeking behaviour as far as possible when this is safe and professionally appropriate.
8. Using a quiet, calm voice and avoiding shouting, sarcasm, humiliation and confrontation.
9. Using eye contact, proximity and other non-verbal messages.
10. Using the child's name clearly and calmly.
11. Recognising individual needs, abilities and potential.
12. Carefully differentiating the curriculum to meet needs and reduce frustration or failure.
13. Making learning interesting and varied to create motivation and avoid boredom.
14. Being well organised and prepared.
15. Establishing classroom routines for starting and finishing work, moving between activities and settling attention quickly.

16. Reinforcing agreed routines for moving around school, entering and leaving assembly and entering and leaving the building.
17. Reminding children of the High 5 approach for interacting positively with their peers.
18. Allowing time and space for regulation where needed.
19. Using restorative conversations after incidents so that children understand impact and make amends.
20. Seeking advice early where a pattern of behaviour suggests unmet need.
21. Recording emerging concerns so that support can be planned promptly.

## **Appendix 2: Rewards and Incentives**

This list of incentives is ranked broadly in order of frequency of use, with the most frequently used first:

- praise / smile;
- house points;
- green card/badges;
- displayed work;
- additional responsibilities;
- stickers (used by class teachers);
- good work or behaviour shown to the class;
- good work or behaviour shown to another teacher;
- good work or behaviour shown to the Headteacher or Deputy Headteacher (special sticker);
- Warrior of the Week certificates.

### **House Points**

House points remain at the heart of our reward system and are awarded for good work, effort and acts such as holding doors open, showing kindness, helping others and demonstrating school values. Whilst we do not wish to devalue house points by giving them out indiscriminately, teachers and staff should be proactive in creating opportunities for children to earn them so that a reasonable number are awarded each week.

### **Green Cards**

Green cards may be issued by all staff, with those on duty making a particular effort to notice excellent conduct. Green cards should be awarded for acts or gestures beyond what would ordinarily be expected and may also be awarded for behaviour or work in class that meets the criteria below.

Children who receive a green card should take it to their class teacher, who will record the award in the class record. The pupil may then take the card home.

**Green Cards are awarded for:**

- helping a member of staff without being asked;
- acting in a very mature way;
- putting other people before yourself;
- looking after a pupil who was lonely or upset;
- an outstanding effort;
- being a great learner; and
- other similarly notable acts that reflect the school's values.

**Cumulative Green Card Rewards**

- **5 green cards** – Green Button badge
- **10 green cards** – White Button badge
- **15 green cards** – Yellow Button badge
- **20 green cards** – Silver Star badge
- **25 green cards** – Gold Star badge
- **30+ green cards** – Special prize

The green card count is reset at the beginning of each academic year.

**Warrior of the Week Certificates**

A Warrior of the Week certificate is awarded in Friday assemblies to children nominated by their class teacher(s). A brief explanation of why the child has received the certificate will be shared by the Headteacher during the assembly. The certificate recognises children who have displayed the qualities of a great learner and lived out the school's values.

### **Appendix 3: Sanctions and Card System**

The school's sanctions are ranked in order of frequency of use. They are divided into three categories. Category 1 sanctions are used by teachers and, to a lesser extent, support assistants and midday supervisors. Category 2 sanctions are used by the Headteacher or Deputy Headteacher. Category 3 sanctions are those used only in the most serious cases.

#### **Category 1**

- frown / disapproving comment;
- verbal telling off / correction;
- warning, with action and consequence followed through;
- time-out within the classroom;
- time-out in a parallel classroom;
- loss of free time at lunch or break;
- removal of a favoured activity or privilege;
- white card, then referral to the Key Stage Coordinator;
- referral to the Key Stage Coordinator / yellow card issued; and
- referral to the Deputy Headteacher or Headteacher.

#### **Category 2**

- red card;
- telephone call to parents – verbal report;
- letter to parents – written report;
- meeting with parents;
- behaviour contract; and
- behaviour timetable.

#### **Category 3**

- suspension (fixed-period exclusion); and
- permanent exclusion.

Teachers and all staff should continue to use the usual strategies used to guide children towards expected behaviour, including disapproving look, naming, reminders and time-out.

However, there are instances of behaviour that require a higher level of attention and reprimand; this is where the card system applies.

### **White Cards**

White cards may be issued by all staff in liaison with the relevant teacher. The exception is that midday supervisors must ask the Lead Midday Supervisor to action any white card. A white card results in a referral to the Key Stage Coordinator for that child.

Children will go to the classroom of the Phase Leader as soon as is practical after the start of the next session. The card will list the behaviour concern and the person issuing the card will sign and date it.

The Phase Leader will record the issue of the card and decide whether the matter can be dealt with there and then or whether it should be escalated to a yellow card

It is the class teacher's responsibility to record the card on Behaviour Watch and notify the child's parents that their child has received a white card, **unless the Designated Safeguarding Lead advises that parents should not be notified.**

#### **White cards are issued for:**

- constant interruptions in class;
- intentionally upsetting another child;
- ignoring instructions / refusal to comply;
- play fighting / overly rough games;
- rudeness to an adult;
- aggressive or personal swearing within earshot of a member of staff; and
- misuse of toilet facilities.
- other similarly notable acts that are contrary to the school's values.

## **Yellow Cards**

Yellow cards are issued by the Phase Leader for more serious offences or where white card behaviour has escalated.

The Phase Leader will telephone home, **unless the Designated Safeguarding Lead advises that parents should not be notified.**

The Phase Leader will record the incident on Behaviour Watch.

Upon receiving a **third yellow card**, a child will receive an **automatic red card** and be referred to the Deputy Headteacher or Headteacher. The Phase Leader may also decide that a behaviour incident already falls within the category of a red card offence and refer the child directly.

### **Yellow cards are issued for:**

- intentionally hurting another child;
- deliberately damaging another child's equipment or belongings;
- repeatedly refusing to meet the expectations of behaviour;
- receiving three white cards;
- conflict of a serious nature requiring higher-level intervention;
- other similarly notable acts that are contrary to the school's values.

## **Red Cards**

Red cards are issued only by the Deputy Headteacher or Headteacher for behaviours considered to be most serious.

Parents will be contacted by telephone, **unless the Designated Safeguarding Lead advises that parents should not be notified.**

The Deputy Headteacher or Headteacher will record the incident on Behaviour Watch.

### **Red cards are issued for:**

- serious physical altercation;
- stealing school property or another child's property;
- swearing at a member of staff or visitor;
- deliberate acts of vandalism that result in damage to school equipment or property;
- leaving the school site without permission;
- bullying or intimidating behaviour towards another child;
- dangerous behaviour resulting in injury to others;

- other similarly notable acts that are contrary to the school's values.

Instances of extreme behaviour beyond those listed will be referred to the Headteacher.  
Children who exceed three red cards will also be referred to the Headteacher.

All white, yellow and red cards will be recorded on Behaviour Watch.

## **Appendix 4: Fundamental British Values**

The school promotes the fundamental British values of:

- democracy;
- the rule of law;
- individual liberty; and
- mutual respect and tolerance of those with different faiths and beliefs.

Actively promoting these values helps schools meet their duty to provide for pupils' spiritual, moral, social and cultural development. Actively promoting these values also means challenging opinions or behaviours in school that are contrary to them.

Through its curriculum, routines, assemblies, behaviour systems and wider ethos, the school seeks to:

- enable pupils to develop self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in democratic processes, including respect for the basis on which the law is made and applied in England.

The school therefore works to ensure that pupils develop:

- an understanding of how citizens can influence decision-making through democratic processes;
- an appreciation that living under the rule of law protects individual citizens and is essential for wellbeing and safety;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;

- an acceptance that people having different faiths or beliefs to oneself, or having none, should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and tackling discrimination.

It is not necessary for schools or individuals to promote beliefs or opinions that conflict with their own, but it is never acceptable for a school to promote discrimination against people or groups on the basis of belief, opinion or background.

## **Appendix 5: The Highworth Way Behaviour Curriculum**

This appendix sets out the explicit behaviour curriculum that underpins daily routines and expectations across Highworth Combined School. It should be read alongside Section 6 of this policy and applied in an age-appropriate way from Nursery to Year 6. The curriculum is designed to build character by teaching the behaviours and habits that we want pupils to practise repeatedly until they become embedded.

### **1. Purpose and Rationale**

At Highworth, we develop children's character through the **Highworth Way** curriculum. In order to build character, we define the behaviours and habits that we expect pupils 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.

### **2. How the Behaviour Curriculum is Taught**

The curriculum is taught explicitly during the first week of the Autumn term alongside the wider curriculum. At the start of each term, the Highworth Way curriculum is revisited and then reinforced throughout the year. As with other curriculum content, it should be taught explicitly, checked regularly and revisited so that pupils can recall the content and act upon it. Staff are expected to model these behaviours and provide repeated opportunities for practice in different contexts across the school day.

In practical terms, staff should:

- identify the routines they want to see;
- communicate expectations in precise detail;
- practise those routines until pupils can perform them consistently; and
- reinforce and maintain them continually.

All staff are expected to know the details of this curriculum, teach it explicitly and maintain the high standards it sets so that pupils feel safe, learning is optimised and teachers can teach without unnecessary interruption.

### **3. Adaptation and Inclusion**

While this curriculum is intended for all pupils, it will be applied differently according to pupils' ages, stages of development and individual SEND needs. Sensitivity must be applied at all times when teaching the behaviour curriculum. For example, pupils with autistic spectrum conditions may find sustained eye contact uncomfortable, so adults should apply expectations thoughtfully and reasonably.

### **4. Curriculum Content**

The content below is taught in depth in **Autumn Term 1** and then revisited regularly throughout the year. The overview within the curriculum document indicates that all year groups from Nursery to Year 6 receive explicit teaching in Autumn 1, followed by regular revision, with longer recap points in Spring 1 and Summer 1. Reception pupils are also explicitly taught how to use a knife and fork appropriately.

#### **4.1 Our Pocket Principles**

Pupils are taught that there are two key behaviour principles in school, known as the **Pocket Principles**:

- **Work hard**
- **Be kind**

Examples of **Work hard** include:

- listening to adults;
- following STAR;
- working hard on tasks given; and
- being in the right place at the right time.

Examples of **Be kind** include:

- saying “please” and “thank you”;
- holding doors open for adults;
- talking kindly to other pupils;
- saying “good morning” or “good afternoon” to adults;
- tidying up your own workspace and the classroom; and
- accepting responsibility if you make a mistake and saying “sorry”.

Pupils are also taught that:

- if you respect someone, you have a good opinion of their character or ideas;
- being responsible means being trusted to do the right thing without supervision; and
- pupils who do not follow the Pocket Principles will receive a consequence in line with the Behaviour Policy.

#### **4.2 Moving Around School**

Pupils are taught that we move around school using **Fantastic Walking**. Fantastic Walking means:

- facing forwards;
- walking at a steady pace;

- walking in a straight line;
- keeping hands by your side; and
- moving silently.

### **4.3 Manners**

Pupils are taught that at Highworth we are always polite to each other. This includes:

- using full names, or Mr/Miss, when speaking to members of staff;
- saying “thank you” when receiving something or when someone does something kind;
- saying “excuse me” if someone is in the way; and
- always saying “please” when asking for something.

Pupils are also taught:

- that good manners help other people respond politely;
- that gratitude matters and should be shown by thanking people;
- that waiting adults should be allowed through a doorway first;
- that they should say “Good morning/afternoon, Name” or “Mr/Miss” if spoken to by an adult;
- that when an adult asks a social question such as “How are you today?” or “Did you have a good weekend?”, it is polite to respond in a similar manner; and
- that it is polite to give eye contact to the person you are speaking to, while recognising that this may need sensitive adaptation for some pupils with SEND.

### **4.4 Playtime Behaviour**

Pupils are taught that:

- before and after playtimes, they must use Fantastic Walking when moving around school;
- they must walk when moving to and from the playground;
- they must play safely without hurting anyone;
- play fighting is not acceptable because someone may get hurt accidentally;
- they must be kind by including others in games and sharing equipment;
- someone who is kind behaves in a gentle, caring and helpful way;
- bark must be kept behind the rails so that the playground stays tidy;

- they should remain visible to adults at all times, for example by staying out of hedges;
- screaming is not acceptable at playtime; and
- when called, they must line up quickly in their lining-up order.

#### **4.5 Lunchtime Behaviour**

Pupils are taught how to use good manners during lunchtime, especially when receiving food and speaking to midday supervisors. This includes saying “please” when asking for something and “thank you” when receiving it.

Pupils are also taught that:

- they line up for lunch in a single line inside the lunch hall next to the noticeboard wall when called;
- they should sit at the allocated table, indicated by yellow signs for hot meals and pink signs for packed lunches;
- they should sit in the next available seat unless an adult directs otherwise;
- they should use a quiet voice in the dinner hall;
- an amber card is used to warn when noise levels are too high and signals a moment of silence;
- if excessive noise continues after the amber card, a red card is shown and pupils must sit in silence for two minutes;
- they should always try to use a knife and fork correctly;
- it is polite to swallow food before speaking; and
- they should finish what they are eating before leaving their seat.

#### **4.6 Use of Toilets**

##### **Lesson Time**

Pupils are taught that:

- they need to wait until a toilet pass is available before requesting to go to the toilet;
- they should only ask to go during independent work; and
- they may only ask when the teacher is talking if it is urgent.

##### **Playtime and Lunchtime**

Pupils are taught that it is important to prepare for lunchtime by going to the toilet before entering the lunch hall.

For **KS1**, pupils are taught that they must obtain a pass from the relevant adult stationed at the doors to the Peaty Building before using the toilets, and if no pass is available they must wait with the adult until one becomes available.

For **KS2**, pupils are taught that they must obtain a pass:

- at playtime, from the relevant adult at the entrance to the playground; and
- at lunchtime, from the relevant adult stationed at the doors to the Peaty Building, before using the toilets.

If a pass is not available, they must wait with the adult until one becomes available.

All pupils are taught that if they **urgently** need the toilet, they can ask an adult at any time, and that adults will always take account of individual needs.

## **5. Summary Expectations**

Pupils are taught that:

- the Highworth Way curriculum must be followed at all times;
- all pupils follow the Highworth Way to build and embed positive habits that will help everyone to be successful throughout life; and
- with the exception of the Jigsaw PSHE curriculum, the school does not use individual class charters, separate class rules or individual behaviour systems.

**This policy replaces the Behaviour Policy 2023–2026 and incorporates updated expectations from the Highworth Way, DfE suspensions and permanent exclusions guidance and DfE restrictive interventions guidance.**