



## **Highworth Combined School & Nursery**

### **Behaviour Policy**

This policy was written/updated by: Clare Dimishky

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

This policy was adopted/ratified on: March 2023

This policy is to be reviewed by: March 2026

Highworth Combined School  
**Behaviour Policy**  
**- A Positive Approach**

**Behaviour Ethos**

Our school is committed to achieving the highest possible academic standards by valuing all individuals irrespective of gender, race, colour, creed or social background. We develop happy and caring children who have the highest standards of courtesy, consideration and behaviour. We work to ensure the children have the skills needed to become good citizens in a multi-cultural society.

**Aims**

This policy aims to

- Provide the basis for the development of a positive, whole school ethos towards behaviour
- Define the expectations that we have of each member of the school community
- Provide guidance upon the implementation of a consistent approach to positive behaviour management
- Provide guidance and support for staff when dealing with inappropriate behaviour

**Principles**

Our behaviour policy defines our expectations with respect to conduct within the school. Its application must be seen to be fair. It applies to all pupils as well as to all staff. 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 (see Equality/ Inclusion and Child Protection policies). In order to support this and to uphold our behaviour ethos, we use the Jigsaw PSHE lessons with the first topic each year starting with 'Being Me in My World' (see PSHE policy). 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 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 which are then followed throughout the year.

Our Jigsaw Charters, and the ethos that underpins them, are regularly explained and discussed in class, in assembly and with individuals.

## **Procedures**

### ***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 (see figure 1) in the first instance. Through following this, children are encouraged to verbally challenge wrongful behaviour and then report what has happened to an adult. We use opportunities in curriculum subjects to discuss behaviour, as well as PSHE, RE lessons and Collective Worship lessons to discuss social, emotional and moral aspects of learning.



Figure 1

Achievements at our school are appreciated and celebrated. In addition we strongly value behaviour which upholds the Jigsaw Charter and school values. As a school we have a series of rewards to recognise achievement as well as behaviour that upholds and promotes our 'rules' within the school and beyond into the community. These rewards are 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 their self-esteem is not harmed. In the first instance, staff will use the behaviour management strategies outlined in Appendix 1. Where such strategies are not successful, a set of school sanctions, as outlined in Appendix 3 will be implemented.

For some children, particularly those children 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 these cases, the sanction will be agreed with the Head or Deputy following discussion with the appropriate staff.

The school recognises where anti-social behaviour becomes the persistent use of aggression with the intent of hurting someone it is our duty to deal with the bullying behaviour. Our policy and procedures for dealing with this behaviour are detailed in our Anti-Bullying policy.

In exceptional circumstances, reasonable force may need to be used in order to keep individual children safe. Please refer to the Use of Reasonable Force policy.

### ***Procedures for identified children***

At times, there are some children who will need additional support to help them develop positive behaviour. These children have individual Behaviour and Learning Plans which can be found in each classroom. They allow all staff involved to identify the most appropriate strategies for managing their behaviour, these will not necessarily reflect the behaviour policy of the school.

In this instance, parents will be contacted to discuss the needs of their child and how all parties can best support the child's needs. A decision will be made as to what additional resources and provision will be put in place and this will be recorded on a Provision map. Further details of procedures for children at this stage can be found in the SEND policy.

Where behaviour becomes extreme or persistent and interventions are not successful, the school may need to exclude a child. Exclusion is reserved for the most serious offences. The school follows the procedure set down by County. An exclusion log is kept, recording details of the particular incidents involved.

## **Working with Parents**

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

Where outstanding positive behaviour has been noted, parents will be invited to share in their child's achievements.

Where anti-social behaviour becomes a concern, parents are contacted and are involved in the development of intervention and support. At all times, they are encouraged to take part in evaluating how effective the support has been and devising the next steps.

To protect your child's privacy, we will only share details of how we have implemented the behaviour policy with you; not with other parents.

## **Monitoring and Evaluation**

This policy will be monitored and evaluated by senior staff and governors. They will look through the behaviour records and the exclusions book to ensure that current practice is effective.

It will be reviewed in line with the school's Governors Curriculum Committee schedule.

## **Equal Opportunities**

This policy has been written in accordance with, and meets the requirements of the Equality Act 2010.

## Appendix 1

# Behaviour Management Strategies

This list of strategies does not contain every possible effective way to deal with anti-social behaviour. However, many of the strategies below will help to ensure that any anti-social behaviour does not become more frequent or needing to be dealt with by a formal sanction.

1. Discussion and reminders of agreed code of behaviour.
2. Using role play/drama.
3. Being aware of possible problem times, e.g. class movement, organisation of resources, structured activities.
4. Pre-empting difficult situations and quietly diffusing problems.
5. Praising desired behaviour.
6. Using the Incentive System as described in next section.
7. Ignoring attention seeking behaviour as far as possible.
8. Using a quiet, calm voice - avoiding shouting, sarcasm, humiliation, confrontation.
9. Using eye contact (non-verbal messages).
10. Using child's name.
11. Recognising individual needs, ability and potential.
12. Carefully differentiating the curriculum to meet needs in order to avoid frustration and failure.
13. Making learning interesting and varied to create motivation and avoid boredom.
14. Being well organised and prepared.
15. Teachers to establish routines within their own classroom for
  - starting and finishing work
  - moving from one activity to another.
16. All staff to reinforce agreed code for
  - moving around school
  - entering and leaving assembly
  - entering and leaving the building.
17. Remind the children of the 'High 5' behaviour approach for interacting positively with their peers.

## Appendix 2

# Rewards and Incentives

This list of incentives is ranked in order of frequency of use; the most frequently used coming first:

- ✓ Praise/smile
- ✓ House points
- ✓ Green card
- ✓ Displayed work
- ✓ Additional responsibilities
- ✓ Stickers (used by class teachers)
- ✓ Good work or behaviour shown to class
- ✓ Good work or behaviour shown to another teacher
- ✓ Good work or behaviour shown to Head or Deputy (special sticker)
- ✓ Lucky draws
- ✓ Warrior of the week certificates
- ✓ Praise on a Postcard

### House points

House points remain at the heart of our reward system awarded both for good work, effort and acts such as holding doors open etc. Whilst we do not wish to devalue house points by giving them out like confetti, teachers and staff should be pro-active in creating opportunities for children to earn house points so that a reasonable number are given out each week.

### Green Cards

Cards should be issued by all staff, with those on duty making a particular effort to give them out. They should be for acts or gestures beyond what one would expect of all children and then taken to the class teacher and recorded in the mark book. Green cards may also be awarded for acts within class that meet the suggested criteria.

Children who are awarded a green card should take the card to their class teacher who records the award in their mark book and the pupil may then take the card home.

#### **GREEN CARDS 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 piece of work
- ✓ Being a great learner
- ✓ Other

As children earn green cards, additional rewards are allocated. This is indicated below.

#### **NUMBER OF GREEN CARDS**

5 green cards  
10 green cards  
15 green cards  
20 green cards  
25 green cards  
30+ green cards

#### **REWARD**

Green Button badge  
White Button badge  
Yellow Button badge  
Silver Star badge  
Gold Star Badge  
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 as to why the child has been awarded the certificate will be read out by the Headteacher during the assembly via a sign up sheet which will be located in the staffroom at the end of school on Thursdays until 8.45am on Fridays. The certificate rewards children who have displayed signs of being a Great Learner.

### Appendix 3

## Sanctions

The list of sanctions is ranked in order of frequency of use. It is subdivided into 3 categories, the first category being sanctions used by teachers (and to a lesser extent support assistants and midday supervisors). The second category are sanctions used by Head or Deputy and the third are those sanctions used only when Governors are in agreement.

### **Category 1**

- Frown/disapproving comment
- Telling off
- Warning (actions/consequences) to be followed through
- Time out (identify area) isolation within classroom
- Time out isolation in parallel classroom
- Loss of free time at lunch or break
- Removal of favoured activity/privilege
- White card, then referral to Key Stage co-ordinator
- Referral to Key Stage co-ordinator / yellow card issued
- Referral to Deputy/ Head

### **Category 2**

- Red card
- Telephone call to parents - verbal report
- Letter to parents - written report
- Meeting with parents
- Behaviour contract
- Behaviour timetable

### **Category 3**

- Exclusion - fixed term
- Indefinite exclusion

Teachers and all staff need to maintain the usual strategies used to guide children towards expected behaviour. These include disapproving look, naming, time out etc. However, there are instances of behaviour that require a higher level of attention and reprimand and this is where our card system takes over. The system operates as follows:-

### **WHITE CARD**

White cards can be issued by all staff (in liaison with relevant teacher). The only exception here is that the Midday Supervisors must get the Lead Midday Supervisor to action any white cards. This results in an immediate referral to the Key Stage co-ordinator for that child. Children will go to the classroom of the Key Stage Coordinator at the earliest convenient break – either during play or lunch time. The card will have several misdemeanours listed and the person issuing the card will tick the appropriate one and sign and date it. The Key stage co-ordinator will then record the issue of the card and decide whether the matter can be dealt with there and then or upgrade to a yellow card. The Key Stage Coordinator will record the incident on Behaviour Watch. It is the class teacher's responsibility to notify the child's parents that their child has received a white card – *unless the Designated Safeguarding Lead suggests that the parents are not notified.*



#### **WHITE CARDS 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
- misuse of toilet facilities

#### **YELLOW CARD**

Yellow cards will only be issued by the Key Stage co-ordinator for more serious offences. The Key Stage coordinator will phone home and arrange for parents to come into school to discuss the matter with themselves and the class teacher – *unless the Designated Safeguarding Lead suggests that the parents are not notified*. The Key Stage Coordinator will record the incident on Behaviour Watch. Upon receiving a third yellow card, a child will be issued with an automatic red card. The child will be referred to the Deputy or Head. The Key Stage co-ordinator may however decide that the misdemeanour falls into the category of a red card offence and refer the child directly to the Deputy or Head.

#### **YELLOW CARDS ISSUED FOR :-**

- hitting or kicking another child deliberately
- deliberately damaging another child's equipment / belongings
- serious or persistent defiance / disobedience to a member of staff
- receiving 3 white cards
- conflict

#### **RED CARD**

Red cards will only be issued by the Deputy or Head for misdemeanours considered to be most serious. Parents will be contacted by phone and invited into school to discuss the matter with either the Head or the Deputy plus the class teacher – *unless the Designated Safeguarding Lead suggests that the parents are not notified*. The Deputy or Headteacher will record the incident on Behaviour Watch.

#### **RED CARDS ISSUED FOR :-**

- full on fights requiring adult intervention
- stealing school or other children's property
- swearing directly at a member of staff
- deliberate acts of vandalism that result in damage to school equipment
- leaving the school site without permission
- bullying or intimidating behaviour towards another child
- dangerous behaviour resulting in injury to others

Instances of extreme behaviour beyond those listed will be dealt with by the Headteacher, as will children who exceed 3 red cards during a term.

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

#### Appendix 4

## Fundamental British Values

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to 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 students 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 students 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 the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;

- an acceptance that other 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 combatting discrimination.

It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.