

# Highwood Primary School



## ***Behaviour Policy***

|                            |                |                            |
|----------------------------|----------------|----------------------------|
| <b>Approved by:</b>        | Governing Body | <b>Date 1st April 2026</b> |
| <b>Last reviewed on:</b>   | March 2026     |                            |
| <b>Next review due by:</b> | March 2027     |                            |

## **Rationale**

At Highwood , all behaviour is understood neuro-scientifically as a communication of need This policy is based on understanding, relationships/connection and restoration. It has the flexibility to be differentiated for children with developmental trauma. We believe that all staff, children and families understand and demonstrate the values of Compassion and Kindness, Hope and Connection and Belonging.

The understanding that children learn best with positive, trusting relationships informs our approach to managing and changing behaviour. We expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life and beyond.

Our focus is to ensure that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community

## **Aims**

Our policy for Positive Behaviour management aims to,

- Develop positive learning behaviours
- Develop children's self-discipline and self regulation
- Enable children to be on task with their learning in a calm and safe environment
- Enhance children's self esteem
- Encourage ownership of behaviour and accountability
- Encourage individuals to recognise and respect the rights of other people
- Use a restorative approach to resolving conflicts and preventing harm

At Highwood we have embraced the Essex approach to understanding behaviour and supporting emotional well ebbing know as Trauma Perceptive Practice (TPP).

TPP values:

- Compassion and kindness instead of blame and shame
- Hope instead of hopelessness
- Connection and belonging rather than disconnection

We embody these values by: -

- Treating all children with warmth and compassion- assuming the best in all pupils
- Ensuring children will feel liked by us- smile at children
- Using children's names to greet individuals within the context of a consistent early morning routine that prioritises a sense of belonging- greet all children we come across

- Prioritising learning the names of children beyond our immediate interactions in order to respond by name- learn as many names as we can
- Using the principles of PACE (Playfulness, Acceptance, Curiosity, Empathy) and
- Strengthening Relationships in our interactions with children- sharing our interests/have a joke/ find out about their hobbies
- Respond to behaviour as a communicator of need and not as an outcome- be patient, be fair, be kind
- Proactively building working relationships with parents and carers- make time to publicly praise children, call home to share great news, messages on Seesaw
- Engaging in reflective thought and dialogue regarding our practice- what went well/how could I have dealt with that better?
- Being open-minded, flexible in thought and non-judgemental- different values, different family set ups, no two situations are the same
- Being mindful of our own well-being and that of our colleagues- support each other

What we mean by good behaviour for learning is that children are:

- Kind and friendly
- Respectful
- Safe
- Have positive attitudes to learning

This behaviour is encouraged in every area of school activity and children are helped to recognise examples of good behaviour for learning at all times.

We expect all children and adults in our school to be courteous to one another, including parents. Communication and building positive relationships is seen to be important in maintaining a calm respectful environment for all. We want every one to feel pride, ownership and a sense of belonging.

As members of the school community we are "Always Aiming Higher". We have agreed a set of core values which are part of everyday life at Highwood. Our Core values are Happiness, Independence, Graciousness, Healthiness, Excellence and Respect. The whole school follows a code linked to these values and all classes set up agreements to respect others and their learning.

### **Our school code**

- We welcome, listen and include others (Happiness & Healthiness)
- We focus on our work to become independent learners (Independence & Excellence)
- We are responsible and help others ( Graciousness)
- We treat each other and property with care ( Respect)

## Our approach to Positive Behaviour

We believe in the power of positive, specific and frequent praise as an effective way of improving standards and relationships. Praise contributes to a positive ethos, raises self-esteem, gives emphasis to appropriate behaviour, promotes self-discipline and is effective in encouraging a "Growth Mindset".

Developing a Growth Mindset is embedded in our six core learning skills .

- Learning together
- Becoming better learners
- It's up to me
- Speaking and Listening
- Think! Think! Think!
- Knowing me , knowing you

At the end of every week, we hold a Class Conference ( Circle time for Reception/ Year 1) where we review the week and highlight what has gone well (WWW) and what could be even better if (EBI) including behaviour.

| Term     | Core learning skill      |
|----------|--------------------------|
| Autumn 1 | Learning together        |
| Autumn 2 | Becoming better learners |
| Spring 1 | Its up to me             |
| Spring 2 | Speaking & Listening     |
| Summer 1 | Think! Think! Think!     |
| Summer 2 | Knowing me , knowing you |

## Rewards

Children are rewarded for following our core values; these are a mixture of intrinsic and extrinsic, so that children know explicitly what we expect from them. It is important that **all** children gain rewards, especially those who are consistently well behaved.

We do this through:

- Verbal and written praise from adults and other children
- House points, with the focus on reinforcing the core learning skills being taught each half term.
- Class rewards.
- Pupil of the Week certificates are given out weekly in our Celebration assembly.
- Headteacher's Awards weekly in celebration assembly

Weekly assemblies focus on a core value each half term.

Weekly Celebration assemblies explicitly recognise all achievements and the aim is that every child achieves at least a house point each week.

If all children in the school receive a house point the reward is five minutes extra playtime.

## **Consequences**

### In the Classroom:

It is important that consequences and approaches to consequences are consistent and age appropriate in each class to ensure children's understanding of the parameters set to enhance good behaviour. The school follows a positive behaviour system.

### Initial intervention

#### General Praise

Praise appropriate behaviour to encourage appropriate behaviour

#### Non-verbal signals

Thumbs up for appropriate behaviour

Stern look for inappropriate behaviour

#### Code reminder



### Further intervention

Positive rule reminder

Simple verbal direction

Simple question



### Intervention with support

First warning and choice

Second warning and choice

Third and final warning, choice and consequence

Inappropriate behaviour choices may result in time out, missing time off playtimes or lunchtimes. We review both rewards and consequences with pupils at least annually and we amend accordingly.

### Play and Lunch Times:

At Highwood School, the following three-step action plan is taken to apply our school code consistently. See above

If children have problems or disagreements, the following (if felt appropriate) should be used consistently by adults to help develop children's abilities to manage their problems.

Problem Solving (using the 4 Ws) –

- W**hat has happened?
- W**hat did you do?
- W**hat could you do next time?
- W**hat can we do now?

## **E-SAFETY**

Through our E-Safety policy children are taught how to use technology to keep themselves and others safe. Also how to act responsibly using this. Should a child breach this in school they will be sanctioned according to our policy and the nature of the offence.

Older pupils ( Years 5 & 6), may with school and parent consent bring in a phone if it's needed (ie walking home by themselves or going home with someone else). These must be handed into the school office and collected at the end of the day, they cannot use their own devices during the school day. If a child does, the device will be confiscated and handed back to the parent at the end of the day. This could lead to other sanctions.

## **School Leaders**

School staff are highly visible before school, at breaks, lunchtimes and after school. Lunch duties are covered internally by school staff, which promotes a consistency in approach as staff know the children well.

## **Role of Parents**

Through positive relationships with parents, we aim to keep them informed of both positive and negative behaviours on a regular basis. We actively encourage them to celebrate their child's successes. We use the communication app Seesaw to share children's achievements regularly with parents.

However, if a child's behaviour continues to be inappropriate behaviour or they carry out a very serious misdemeanour, this will result in parents being contacted to work together on improving this behaviour through a Consistent Management Plan, which would be reviewed regularly. We may also involve other agencies eg social, emotional and mental health support, the inclusion partner, counsellors.

The Executive Head Teacher can use Suspension or very rarely permanent exclusion in response to breaches of the school policy. Please see Suspension and Exclusion Policy.

## **SEND**

The school is committed to inclusion and acknowledges that at times some children with SEN may need additional support to ensure they can achieve and learn as well as possible.

Some behaviours are more likely to be associated with particular types of SEND, so behaviour expectations may need to be considered in relation to a child's needs eg didn't understand a verbal instruction , may need this visually or need some sensory breaks during lessons.

Included in our annual INSET days is staff training on our behaviour policy and procedures.

### **REASONABLE FORCE**

There may be rare occasions when reasonable may be required to safeguard a child, we follow Use of Reasonable Force Advice for Schools.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

The Policy was written with references to

The Equality Act 2010,

<https://www.gov.uk/guidance/equality-act-2010-guidance>

KCSIE September 2024

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Behaviour in School September 2022

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Relevant school policies

E-Safety Policy,

ICT Acceptable Use policy,

Bullying

Safeguarding

Attendance

Suspension Policy

<https://www.highwood.essex.sch.uk/policies/>