



HIGH LANE PRIMARY SCHOOL

Behaviour and Discipline Policy 2024

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|---------------------------------------|--|------------------------------------|
| Date policy was agreed with Governors | | December 2024 |
| Review Date | | December 2025 or earlier if needed |
| Reviewed | | |
| Person(s) Responsible | | Headteacher |
| Signed: | | Date: |

At High Lane Primary School, we value every child as an individual and believe it is important for all children to reach their full potential in a safe, happy, supportive and exciting environment. We seek to develop independent learners who are equipped with the necessary skills, knowledge and understanding to thrive within an ever-changing world. We seek excellence and enjoyment in everything we do.

Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- Pupils are helped to take responsibility for their actions
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions are only used as a last resort
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the teaching and learning committee annually.

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- The Equality Act 2010
- Keeping Children Safe in Education

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- DfE guidance explaining that maintained schools must publish their behaviour policy online

Our Philosophy

At High Lane, a positive school ethos is central to our high standard of behaviour and work so that the school can realise its aim of achieving the full personal, social and academic development of all our pupils. We want our children to develop the skills, abilities and values they will need to overcome the challenges of the ever-changing world they live in and become the caring, confident, creative and resilient citizens of the future.

The responsibility for promoting good discipline is shared by all stakeholders. A school must have orderliness and firm yet fair control - pupils are entitled to learn, teachers have the right to teach, parents need to know that their children are in caring, capable hands and governors need to feel that everything possible is being done to achieve these ends.

We actively promote our core values of belonging, relationships, respect, curiosity, resilience and lifelong learning as we believe that these values support a happy, healthy and engaging school experience for all. All of our children are actively taught about positive behaviours, tolerance and building and maintaining relationships through our whole curriculum and in particular through PSHE and SMSC. A restorative approach to behaviour management and a commitment to building strong social capital with all of our stakeholders is central to our approach to behaviour and discipline

Our Restorative Approach

Restorative Practice: A Definition Restorative Practice processes bring those harmed and those responsible for the harm into communication enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.

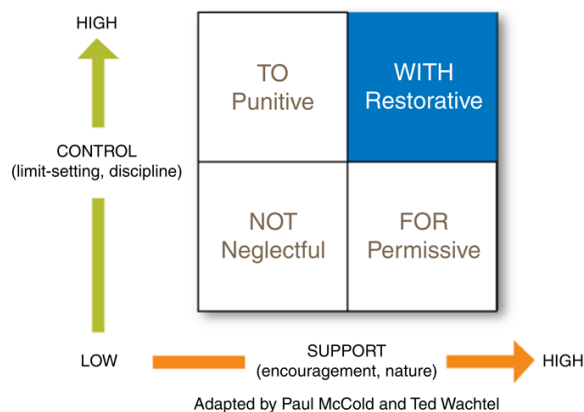
Restorative Practice: What is it?

The following restorative principles will be used across the school:

1. The Social Discipline Window
2. Fair Process
3. Restorative Questions
4. Restorative Practice Continuum

All of these principles are underpinned by working WITH people.

1. The Social Discipline Window



Source: Wachtel (1999)

At High Lane, we aim to work within the WITH box as far as possible, providing nurture and support alongside clear boundaries and expectations of behaviour. Adults in school are expected to be positive and respectful role models to the children.

2. Fair Process

When dealing with a conflict situation, adults in school will deal with it in a fair way as follows:

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|---------------------|---|
| Engagement | Making sure that all participants are involved in the process. Without engagement from all sides, restorative approaches will not be effective. |
| Explanation | Everyone involved and affected should understand why final decisions are made as they are |
| Expectation clarity | Once decisions are made, new rules/expectations are clearly stated so that individuals understand consequences for the future |

3. Affective Statements

Affective statements clearly define the actions that are desired/not desired, how these actions make the other person feel and what the person carrying out the actions can do to change or continue this.

Examples of affective statements:

- 'When you keep trying hard to solve your maths problems, I feel really proud of you, so keep going until you've solved them!'
- 'When you ignore my instructions, I feel that you do not respect me, so please listen and respond to me next time.'
- 'When you make good choices, I feel really pleased and encouraged, so please keep making those good choices!'
- When you keep shouting out and disrupting everyone's learning, I feel disappointed and disrespected, so you must stop doing this and work quietly at your table until break-time.'

4. Restorative Questions

Questions for the one who has caused harm:

- What happened?

- What were you thinking about at the time?
- What are you thinking now?
- Who has been affected by what you did?
- How have they been affected?
- What do you think you need to do now to make things right?

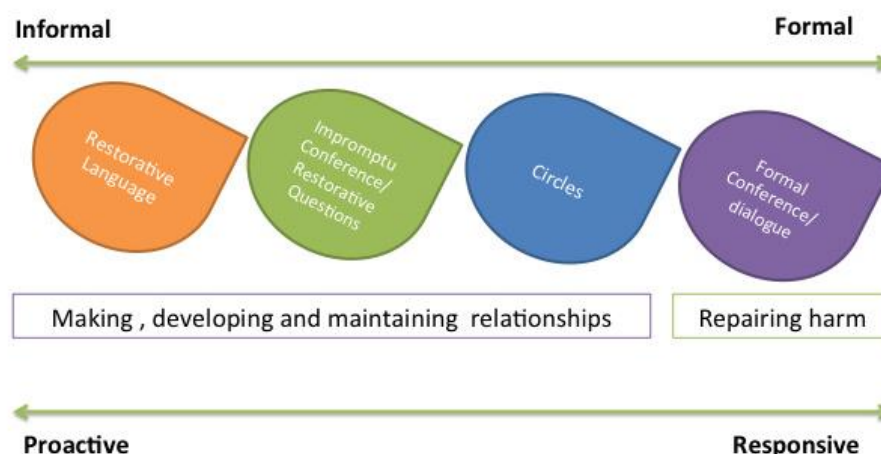
Questions for the one who has been harmed:

- What happened?
- What were your thoughts at the time?
- What have your thoughts been since?
- How has this affected you?
- What has been the hardest thing for you?
- What do you need to happen next?

The Restorative Practice Continuum

Restorative Practice requires us to work WITH people. Adults at High Lane use fair processes in their response to challenging behaviour and conflict and aim to rebuild relationships and repair the harm between the harmed person and the wrongdoer.

In dealing with challenging behaviour adults at High Lane follow the Restorative Practice Continuum, working consistently at the informal end of the continuum to de-escalate behaviour and to prevent situations moving into formal Restorative Practice wherever possible.



Adapted from ©IIRP EUROPE 2013

Restorative Practice: How does it work in practice?

The Restorative principles outlined above underpin the practical implementation of the restorative approach to behaviour management at High Lane. All adults are expected to promote good behaviour by using rewards and affective language CONSISTENTLY to praise children and affirm the behaviours they

want to see. Focusing on positives helps to clarify expectations and raise self-esteem.

To address potentially disruptive behaviour, in the first instance, adults should use affective statements to make clear what is unacceptable and what you want the child to do. If the child complies, thank him/her and then praise him/her at the next opportunity.

For example:

(Name) when you talk over the top of me when I am speaking to the class, I feel very disrespected so please switch your voice off and listen... thank you.

(Name) now that you are listening, you are making great contributions to the lesson, I feel you are showing respect for me and your classmates now, so keep this up!

Rewards

Rewards take on many forms. The list below shows examples but is not exhaustive:

- Verbal praise/smiles/thumbs up/round of applause
- Stickers/stars/ticks/smiley faces/Dojo points
- Classroom star for the day
- Golden time
- Acknowledgement in assemblies/celebration certificates
- Special reward activities
- Visits to other classrooms
- Visits to members of SLT

Sanctions

Whilst having high expectations of behaviour, we acknowledge that there will be times when some children demonstrate behaviour that is not acceptable. Through the consistent use of Restorative Practice strategies, we believe that the majority of children will be able to modify any unacceptable behaviour if we are excellent role models ourselves and give clear guidelines and boundaries, backed up by a fair and consistent system of rewards and sanctions that are underpinned by restorative philosophy. In order for this to be possible for our children, all staff members are expected to adhere to this policy consistently.

Should there be any signs of inappropriate behaviour, staff members should use pre-emptive strategies to deter any escalation in the behaviour for example:

- Affective statements
- Positive modelling
- Proximity
- Non-verbal privately understood signals
- Verbal reminder of school expectations
- Diversion (for example send with a 'note' to another teacher)

If these strategies do not affect a change in behaviour, children can then go through the following pathway, giving opportunities for the child to reflect on the impact of their actions.

Reflective Pathway

| | |
|--|---|
| Self Reflection | Child moved within classroom to think about how his/her behaviour has affected others. Teacher directs child to return to own seat when deemed ready. |
| Quiet Reflection | Child moved to another classroom to think about how his/her behaviour has affected others and to complete work. Staff determines when child is to return. A red card will be issued, the behaviour will be logged and the child will attend a pre-arranged reflection session with the DHT during a playtime. |
| Directed Reflection | If a child's behaviour is not improving and is beginning to cause concern, a formal restorative conversation with a senior member of staff will be arranged. If necessary, parents will be informed/involved. |
| Headteacher Directed Reflection | If a child's behaviour becomes extreme, a meeting will be held with parent, child, staff member and head teacher to discuss the period of time when the child will be removed from class to work with a member of SLT or removed from school to work at home. |

At children progress to the more formal pathway, further appropriate actions/sanctions may be considered to support children in reflecting on the consequences of their behaviour and repairing the situation. Where possible, these will be agreed with the child as part of the restorative conversation. Examples of possible appropriate actions/sanctions can be found in Appendix 2.

How Restorative Practice Works in the Playground

Playtime and Lunchtime

Verbal praise, certificates and/or stickers are given to children who are displaying positive or exemplary behaviour at playtime and lunchtime.

In the first instance of inappropriate behaviour, staff should always try to pre-empt issues escalating by remaining calm and using any of the outlined strategies as follows:

- Positive modelling
- Proximity
- Non-verbal privately understood signals
- Quiet discussion using restorative language/questions

Following a disagreement, if children are in the right frame of mind they should engage in a restorative discussion with a member of playground staff/mid-day assistant (MDA). If the issue is resolved then the children can resume their play, however if the children are not ready to engage or escalate the original behaviour then they should have self-reflection time at the Time Out area. Any time at the time out areas should be noted by the member of staff and the information passed to the Classteacher at the end of lunchtime.

If a child refuses to engage and/or escalates inappropriate behaviour, the Mid-day Supervisor or a member of SLT should be informed as soon as possible.

If any violent/aggressive, racist or incidents of fighting occur during playtime or lunch time staff on duty should inform the Headteacher as soon as possible.

Frequent incidents are likely to result in time off the playground and formal restorative intervention. This will be decided on a case-by-case basis by the Classteacher or a member of SLT.

Significant/severe behaviour incidents to be noted in playtime/lunchtime behaviour log and transferred to SIMS and appropriate action taken.

Exclusion

In extreme cases of inappropriate or dangerous behaviour, the Headteacher may take the decision to exclude a child for a fixed term period or on a permanent basis. In such cases, a meeting with the parents will be necessary and the Chair of Governors will be informed.

Roles and Responsibilities of Staff (all)

All staff in school are expected to be positive role models at all times.

All staff members should ensure that:

- They have read and follow this behaviour policy at all times
- They strive to develop a positive relationship with all pupils
- They use pre-emptive restorative strategies before the formal stage
- Engage fully in restorative practice technique with all involved
- Reflect on their own handling/management of a situation and make amends if needed
- Supervise or arrange for supervision of children during sanction times
- Provide a personalised approach to the specific behavioural needs of particular pupils (in discussion with the SENCO and/or the Headteacher) and ensure these are communicated to adults working with the pupil
- Refer incidents to senior staff members as outlined
- Inform Headteacher about communication with parents regarding significant inappropriate behaviour
- Refer immediately to the Designated Safeguarding Lead if a child's behaviour points to possible abuse or neglect

Roles and Responsibilities of the Headteacher

It is the Headteacher's responsibility to ensure that this policy is implemented effectively by all staff and to monitor its overall effectiveness. The Headteacher will liaise with parents/carers when necessary. The Headteacher is also responsible for making decisions regarding exclusions and for all processes and paperwork relating to exclusion.

Roles and Responsibilities of the Leadership Team

It is the responsibility of all members of the Leadership Team to ensure that the staff members fulfil their responsibilities in relation to behaviour management and restorative practice. Each class-based member of the Leadership Team must ensure that they model the behaviour management strategies to a standard that they expect from all staff members. It is also expected that Leadership Team staff will challenge colleagues (in a supportive and constructive way) if they feel that the high standards of behaviour management expected at High Lane are not being met.

Roles and Responsibilities of the Governing Board

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles.

The Governing Board will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

Roles and Responsibilities of Parents and Carers

In accepting a place for their child at High Lane, parents and carers are expected to support the school in the implementation of this policy and work with staff and their child to make sure that the child receives consistent messages about boundaries and acceptable behaviour.

Children with specific social and emotional difficulties may have a specific plan but this will be intrinsically linked with this policy which parents and carers are expected to support.

Safeguarding

Staff are aware that any changes in a child's behaviour may be a sign of abuse or neglect and staff think that this may be the case, then their concerns must be logged and a discussion with the Designated Safeguarding Lead must take place.

Anti-Bullying

The school takes incidents of bullying very seriously and the process and procedure for dealing with incidences of bullying can be found in the separate Anti-Bullying Policy. Wherever possible, staff members will deal with incidents of bullying in a restorative not punitive way with those causing harm taking responsibility for their actions and making amends to those harmed.

Staff members are aware that children who are perpetrators of bullying and/or victims of bullying can also be victims of abuse or neglect. If any incidents of bullying point to possible abuse or neglect staff will refer to the Designated Safeguarding Lead.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

Pupil support and Equality

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Off-site behaviour

Our behaviour management policy and strategies may also be applied where a pupil has behaved inappropriately off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school
- The actions and strategies in the policy may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school

HIGH LANE PRIMARY SCHOOL – CODE OF CONDUCT

Our Code of Conduct has been discussed and agreed with our pupils.

High Lane Primary School is OUR SCHOOL. Keep it a happy and healthy school by following our Code of Conduct at all times.

- **We do our best to build positive relationships with everyone**
- **We show respect for people and property**
- **We are polite and have good manners**
- **We take pride in ourselves, our school and our work**
- **We care for each other and the environment**
- **We do all that we can to support and take part in our school's restorative approach**

APPENDIX 2

The examples set out in the following list are not exhaustive.
Some behaviours may appear in more than one list.

| | Behaviour | Consequence | Stage on Reflective Pathway | Additional Notes |
|----------------|--|--|-----------------------------|--|
| STAGE 1 | AGGRAVATIONS Wandering about, calling out, interrupting teacher when talking to whole class, interrupting other pupils, failure to follow minor instructions, occasionally talking with other pupils, intentional inappropriate noises, pushing in line, inappropriate physical play | Eye contact Facial expressions Proximity Reminders Change of seating | | Where pupils continue to display these behaviours, progress to stage 2 |
| STAGE 2 | LESS SERIOUS Multiple Stage 1 behaviours Occasionally not responding to teacher's requests to work Deliberately creating a disturbance for effect Damage through carelessness Dallying/avoidance Off-hand comments/cheek/backchat Swearing (without intentional target) Annoying other children Name calling Inappropriate physical play | Free time used for reflection Use of assertive statements to make clear why behaviours are inappropriate Time-out on playground Separation from the rest of the class/group Writing a reflective letter of apology Child to be moved away from class group to reflect and then rejoin when they feel ready to do so (mainly in assembly or larger group times) Completing unfinished work at playtime Informal contact with parents (eg via Dojo or informal conversation with classteacher). | Self-reflection | Where pupils continue to display these behaviours, progress to stage 3 |
| STAGE 3 | MORE SERIOUS Deliberately throwing small objects with intention of breaking them Harming someone (physically or emotionally) Damaging school/pupil's property Leaving class without permission Repeated refusal to do set tasks (including homework) Continued or more serious cheek/backchat/challenge to authority Harmful/offensive name calling Intentional/persistent/targeted negative behaviours towards another pupil (bullying) Swearing intentionally Provoking another child to initiate a response Inappropriate physical play | In addition to a red card being given to the child it may require Exclusion from class – sent to another class Contact with parents by class teacher Daily/weekly home/school diary entries (if recurring) Restorative conversation with classteacher Restorative conversation with Headteacher | Quiet Reflection | Possible involvement of outside agencies Where pupils continue to display these behaviours, consider progressing to stage 4 |

| | | | | |
|----------------|--|--|---------------------------------|--|
| STAGE 4 | VERY SERIOUS Repeatedly leaving classroom without permission Deliberate fighting and/or intentional physical harm to other children Putting themselves or others at risk by deliberately breaking rules or ignoring instructions Throwing large dangerous objects Serious challenge to authority Verbal abuse to any staff Vandalism Stealing Persistently provoking another child to initiate a response More serious intentional/persistent/targeted negative behaviours towards another pupil (serious bullying) Continuation of lower level bullying behaviours Sexual Harassment/Violence Homophobic behaviour Racism | Involvement of the Headteacher/SLT Referral to TAS Telephone call/letter to parents Formal meeting with child and Headteacher Formal meeting with parents Daily/session behaviour report Working away from class or internal exclusion for a specific period of time | Directed Reflection | Possible involvement of outside agencies Where pupils continue to display these behaviours, consider progressing to stage 5 |
| STAGE 5 | EXTREMELY SERIOUS Extreme danger or extreme violence Very serious challenge to authority Verbal/physical abuse to any staff member Running out of school Persistent serious bullying Sexual Harassment/Violence More serious homophobic behaviour More serious racism | Formal TAC meeting and/or meeting with Headteacher May mean immediate permanent fixed period exclusion – up to 5 days Recurring behaviour will involve longer exclusions | Headteacher Directed Reflection | In extreme circumstances, may lead to permanent exclusion. |

We should always maintain an awareness that children are learning and developing their ability to behave in the expected manner. Intent should always be considered when applying consequences, along with the age and stage of development of the child and any additional needs they may have. Also see section on Pupil support and equality/equity

