

Behaviour Policy



Last Reviewed by:	Jude Hickey
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1. Highfield School Behaviour Policy

Highfield School recognises that Article 28 'The right of every child to a good quality education' and Article 19 'All children have the right to be protected from danger' from the UN Convention of the Rights of the Child.

It is a primary aim of Highfield School is that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure so that people can work together with the common purpose of helping everyone to learn.

Aims and Values:

Highfield School is a School:

- Where everyone feels safe and happy at school.
- Where good behaviour is encouraged and celebrated
- Where everyone works happily together
- Where all members of the school community can develop their full potential
- Where everyone treats each other politely and with respect.

The Highfield School Charter and non negotiables:

We believe there are some simple rules that provide guidance for everyone in achieving these aims.

These are set as the classroom charter and non negotiables.
These are displayed in all classrooms for staff and students to reference

Classroom Charter

Kind hands, kind words, kind choices

Always try your best in everything you do

Stay safe and keep others safe

Non negotiables

No swearing

No aggression to staff or pupils

No bullying

No threats to hurt

No violence

No damage to property

2. Strategies for Supporting Behaviour

Introduction

All behaviour is meaningful communication.

Pupils on the autistic spectrum and with a variety of other additional needs may exhibit behaviours which reflect these needs or understanding, therefore all strategies need to be appropriate to the understanding of each pupil.

All staff need to recognise that the pupil's behaviour may be caused by a range of issues that they may not have the ability to express. Emotional upset or distress, physical discomfort e.g. thirst, hunger, becoming overheated or pain; or sensory overload e.g. noise, light, temperature are all possible triggers that would need to be explored.

Traffic light system

In order to maintain consistency across school we use a traffic light system in every class to support behaviour. This enables the children to have clear guidelines and expectations of behaviour which is portable around school.

All pupils begin the day on green. If an adult gives a child a warning they should be moved onto amber. If the adult gives a child a second warning, they should be moved to red and will typically trigger a detention the following break time. It may also require that the young person be directed/supported to work in the Hut and a restorative conversation takes place. Staff may wish to apply a detention for students on amber who persist with disruptive behaviour during the lesson (or over time i.e. several lessons in a row)

The traffic lights are reset after each session. So at the start of every lesson all children start on green, this gives them the opportunity for reparation and should separate the deed from the doer.

Personalised behaviour strategies:

Of course, we understand that not all our students will be able to access the whole school behaviour system and therefore may need a more personalised approach. We do this on a case-by-case basis. We promote tolerance and understanding from their peers, and that not everyone needs or benefits from the same approach. Where this is the case, we do so in consultation with the students, parents/carers and other adults in school.

Practical Strategies to support Positive Behaviour:

Staff to take every possible opportunity to praise good behaviour both verbally and non-verbally and when appropriate praise pupils' who model expected behaviours.

Communication should be at a level which is understood by the pupil and enables them to express themselves in an individual way. Consider how best to support pupils understanding and when necessary seek guidance from Speech and Language Therapist.

The curriculum should provide opportunities for pupils to develop self-esteem, confidence and understanding of theirs and others emotions.

Focused learning: make tasks achievable; ensure clarity and consistency of expectations and communication re: Teaching and Learning Policy.

Promote positive relationships between all members of the school both pupils and staff.

Use Behaviour modification systems as appropriate e.g. Traffic lights, visual reward systems, self- assessment and individual behaviour targets and behaviour plans where necessary.

Due to the highly diverse nature of our pupils all teachers will need to use an appropriate class based reward and behaviour strategies, and sometimes adapt these to the individual's needs.

Some pupils will have an Individual Pupil Risk Assessment and this works alongside the Individual Behaviour Plan (IBP). This will identify the specific behaviours which need support, possible triggers and agreed strategies to support the pupil's behaviour.

Plans will be written in consultation with parent/carers. Where a pupil's behaviour continues to give rise for concern the Class teacher will seek further guidance and support from the appropriate Pathway Assistant Head teacher or Behaviour for Learning Mentor.

At Team meetings, Supervision meetings, Governor meetings or SLT meetings, staff will have identified pupils whose behaviour gives cause for 'serious concern' and actions taken to support pupil.

Where identified, these pupils will have additional paperwork where there has been an in-depth behaviour analysis and plans will reflect a team approach both working in School with parents/carers and all outside partners who support the pupil and family.

School based Reward Systems

The school will use reward systems for all students alongside individual motivational certificates

- Smiley Faces - adapted as required.
- Individual class Certificates and stickers to promote good behaviour.
- Star of the Week
- Top dojo of the week
- Weekly Celebration Assembly
- Merit Awards for consistent good behaviour
- Postcards home to celebrate and share outstanding behaviours and actions.

All rewards must be given fairly and not based on 'favourites' or 'special rewards' (e.g. sweets given to individuals)

Staff to encourage co-operative playing; unacceptable behaviour will be recorded on Behaviour Watch with automatic alerts set to inform the form tutor.

Serious misdemeanours must always be recorded via Behaviour Watch ensuring that the time and date of the incident are correct as well as the trigger, people involved, interventions used and by whom. These will be automatically alerted to members of SLT and the form tutor.

Parent/carers are informed of achievements through Dojo, Personalised Learning Profile meetings, and the Annual Review process as well as through regular phone contact. Outstanding achievements and behaviour are also sent home via a postcard system generated through Behaviour Watch.

If behaviour at home is giving cause for concern, applicable support and guidance will be

given. The school has a range of help available with specialist trained staff, Parent Support Advisers and Behaviour for Learning Mentors.

Physical Interventions

All staff are routinely trained in Team Teach and are authorised to use physical intervention techniques, however it is not a requirement that all staff must participate in physical interventions, especially if it may put themselves at risk of injury to a pre-existing medical condition. In such cases staff may stand down to allow for others to lead the physical intervention. It is sometimes reasonable to use a physical intervention to prevent extreme anxiety behaviour from becoming dangerous.

Staff should make a dynamic risk assessment, decide to radio for support using a code purple message. Objects that may cause risk can be removed as well as the decision to remove other children from the situation before deciding to make a physical intervention. They may also be able to use other strategies such as distraction, motivators and change of face. Staff should assess the risk and then decide to use the minimum physical intervention necessary to achieve the desired result.

The paramount consideration is that the action is taken in the 'best interest' of the pupil and that any action we take reduces, rather than increases, risk.

All incidents requiring physical intervention are recorded on Behaviour Watch and are automatically linked to recording on the Red bound Book on the same system.

Restrictive physical intervention is used at Highfield in situations where it is felt that a pupil or others are at risk of harm. It is used when other avenues have been exhausted or in an emergency.

All staff who use restrictive physical intervention have undergone Team teach training. All pupils who may require restrictive physical intervention when in school will have a Positive Handling Plan which has been shared and discussed with parents / carers.

Therefore the use of restrictive physical intervention will be minimal in school and for the shortest time possible.

When a restrictive physical intervention has been used staff should share this with SLT so it can be discussed at debrief.

Educational Visits and Educational Trips.

If for any reason a pupil's behaviour poses a health and safety risk the pupil will not go out of school - see guidelines for Educational Visits. Exclusion

This is only considered in extreme circumstances and will be only processed as a last resort by either the Headteacher or a representative. Permanent exclusion, whilst a possible option, will only be considered in the most exceptional and extreme circumstances. The appropriate route for a pupil with an EHC Plan is to call a review and identify additional supports or an alternative placement.

Exclusion procedures will comply with current guidance, both locally and nationally.