

Highters Heath Community School

A Restorative School

Behaviour Management Policy



January 2022

Our job is to teach the PUPILS we have,
NOT those we would like to have,
NOT those we used to have,
But those we have right now
ALL of them

CORE VALUES:

RESPECT

CARING

FAIRNESS

RESPONSIBILITY

HONESTY

COURTESY

**Policy for Enhancing Community
Relationships and Behaviour at
Highters Heath Community School**

At Highters Heath Community School we believe that every member of our school community should have an equal opportunity to achieve his or her full potential, regardless of race, colour, gender, sexuality, disability, religion, special educational needs or socio-economic background.

We believe that it is the right of all our pupils to be educated in an environment free from disruption by others.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Practice philosophy. Restorative Practices aim to build the Highters Heath community and to repair and strengthen relationships within this community.

The school embraces Restorative Practices (RP) as a means of empowering teachers to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

Aims of Policy

- To create a consistently orderly environment, both inside and outside of the classroom, which will enable everyone to work and learn.
- To reward students for academic achievement, completing and returning homework, being equipped for school and behaving well in lessons.
- To embed the use of Restorative Practices in all aspects of school life.

The Restorative Process

At Highters Heath we use Restorative Justice to resolve issues where negative behaviour choices have caused harm or upset to another member of our school community. Through this practice we are able to foster an awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused.

Restorative Practices improve behaviour, attitudes and relationships, make pupils accountable for their actions and allow all participants in an incident to have a voice.

Our Restorative Practices framework aims to:

- Improve behaviour and attitudes;
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm;
- Improve relationships; establish rights, accountabilities and responsibilities to the community.
- Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.

Highters Heath Community School Code of Conduct

Pupils have a right to learn and teachers have a right to teach, in a classroom free from disruptive behaviour.

School Core Values:

- **Respect**
- **Caring**
- **Fairness**
- **Responsibility**
- **Honesty**
- **Courtesy**

These core values underpin the school's ethos and should be followed by all who are part of the community.

Pupils' learning is enhanced by a positive relationship between home and school.

Parents can contribute in the following ways:

- Being interested in their pupil's learning.
- Understanding and supporting school procedures and rules.
- Being willing to support activities related to school.
- Supporting the school's use of Restorative Practice.

By ensuring their pupil is ready for the school day by:

- Being punctual.
- Being alert and ready to learn.
- Wearing correct school uniform.
- Having correct equipment and appropriate school bag.
- Communicating with staff.

By communicating effectively with staff by:

- Reading and responding appropriately to school letters.
- Making appointments to see staff about concerns where necessary.
- Providing up to date emergency contact numbers.
- Attending parents' evenings and school meetings.
- Informing the school of absence by telephoning on the first day

Highters Heath Community School Incentive Scheme

A major intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all pupils.

Highters Heath's scheme is based on: class behaviour charts, medal winners, pupil of the week, CARROT tokens and dinner time awards. Through these pupils can be rewarded for academic and non-academic achievements, for effort and for being caring and for all aspects of good work and behaviour. This encourages a whole-school approach towards positive behaviour. Most pupils respond to a positive approach where their efforts are acknowledged and will make considerable efforts to improve their work and, when necessary, their behaviour.

CARROT tokens are a system of celebrating courtesy and respect shown by pupils. Pupils can be given CARROT tokens by members of staff, visitors and volunteers when they are seen to show behaviour that is considered an outstanding example of either courtesy or respect. These tokens will be collected as part of a class reward system, so when the target number of tokens is achieved by a class they will receive a reward of their choosing, such as an extra playtime, a movie or decorating biscuits.

On our behaviour chart we use a colour coded system of Glittery Gold, Gold, Silver, Green, Orange and Red. Each pupil starts the day on Green. If they maintain a good

standard of classroom behaviour they can move up through the colours to Glittery Gold. This system ensures a positive approach, where pupils can be continually rewarded for improving behaviour.

Those pupils who fail to maintain a good standard of behaviour will be given a clear warning about what they are doing that is causing concern, and what they need to do to put it right. If they fail to change the behaviour, they will drop a colour on the behaviour chart. They should take it as a warning that they need to improve. Teachers will ensure that each pupil knows what behaviour has resulted in them having their name moved down to Orange and exactly what is expected of them in order to move back up to Green.

- If their behaviour continues to deteriorate or does not improve they will drop to Red. At this point, the pupil will be told that they have 10 minutes to change their behaviour.
- The teacher will ensure the pupil knows exactly what behaviour has resulted in them having their name moved down to Red and exactly what is expected of them in order to move back up to Orange.
- If, after 10 minutes, the pupil's name is still on Red, the pupil will be sent to sit at the table outside the classroom. The incident will be recorded in CPoMS, and parents informed by the class teacher.
- When the pupil is ready to return to class, the pupil's name is moved back to Orange, and the pupil can stay in class and work towards getting their name moved back up the chart. If the pupil is not ready after 10 minutes, the teacher moves to the next phase.
- If the pupil's name is moved to red a second time during that session they will not be given a further 10 minutes. If there are two adults in class at the time, one adult will escort the pupil to the learning mentor's room and expectations for a change in behaviour will be shared. If there is one adult in the room, the adult will send another child with the blue hand to collect the learning mentor, or if he is not available, the Assistant/Deputy Head for support, who will come and collect the pupil and expectations for a change in behaviour will be shared. The pupil will spend at least 15 minutes in the learning mentor's room, and strategies to restore justice will be discussed. This will be recorded in CPoMS, and parents informed by the class teacher.
- If, after a reasonable time (depending on the pupil's needs), there is no improvement in the pupil's behaviour, the pupil will be taken by the learning mentor to the assistant head's room if it is an infant pupil, or the deputy head's room if it is a junior pupil. Need will be established, and consequences as well as strategies to restore justice will be discussed. This will be recorded in CPoMS and parent will be informed by AHT/DHT.
- If there is still no improvement, the pupil will be taken to the head teacher's room. At this point parents will be notified and may be asked to attend school to discuss the issue and possible solutions. This will be recorded in CPoMS.
- At any point in this process, it may be appropriate to contact parents to seek support from home.
- If any work has been missed throughout this process it may be appropriate for this to be completed at playtime/dinnertime.

- Consequences for the behaviour shown by the child through this process may include Reflection Time.

Pupils may display their achievements, both in and out of school, in assemblies and on boards inside and outside the classrooms. Assemblies are a special time and we give class awards for the best attendance and the best Dinner Time behaviour given by the Dinner Supervisors. Every week one pupil is chosen from each class to be the pupil of the week. Their teachers choose them for a variety of reasons in line with the ethos of the school. They are called out to stand at the front with the Head Teacher/ Deputy Head Teacher and are publicly praised for their achievements. They receive a special sticker and certificate, and they have their photograph on the class awards board. These are also celebrated by posting the names on Facebook and Twitter. The pupils can also show their outside awards during this assembly and receive praise for their achievements after school.

Sanctions

The school has a system that clearly structures what behaviour is unacceptable and what the consequences of that behaviour choice would be. Our aim is that this will support the pupils in making the correct behaviour choices, ensuring they maximise the opportunities for learning. Behaviour has been classified as Level 1, 2 or 3, and appropriate sanctions assigned to each level and are listed on the levelled behaviour chart (see Appendix A). This chart will not be displayed for general viewing, but used for discussion with pupils about the seriousness of their actions, and to ensure a consistent approach to behaviour incidents across the school.

Sanctions for poor behaviour choices may include a restorative conversation, a proportion of playtime or dinnertime at the wall or fence or name moved down the behaviour board. For more serious or persistent incidents, pupils will be required to complete reflection time with a member of SLT. Reflection time is an opportunity for the pupil to reflect on the incident, their part in it, and what could be done differently in the future, and how to restore justice to those affected. Reflection time is also a consequence of the incident, resulting in the pupil missing out on the opportunity to interact with their peers at playtime/dinnertime. The length of time in reflection will depend on the severity of the incident.

Bullying

- (i) We take bullying very seriously, recognising that it can have a hugely negative impact on the victim. We define bullying as persistent and repeated name-calling, physical abuse and generally making the individual feel left out and unwanted in the group. Homophobic and racist behaviour will not be tolerated and is treated as seriously as any other type of bullying. When a case of bullying is identified, a member of SLT will get involved straight away.
- (ii) In dealing with cases of bullying a restorative justice conference is held, consequences imposed, and parents informed.
- (iii) E-safety: Bullying through the use of technology – over Facebook, through e-mail, texting, etc. – is taken very seriously. This type of bullying will mainly

occur outside of school. The pupils involved will be dealt with using Restorative practices, parents will be spoken to and advice will be given to both parents and pupils on how to stay safe online and avoid this happening in the future as far as possible. Bullying, even when happening outside of school, will be treated as a major breach of discipline.

Strategies for dealing with persistent or more serious breaches of behaviour expectations

- ◆ An oral warning by the Head Teacher concerning future conduct.
- ◆ A letter to parents informing them of their pupil's unacceptable behaviour if the behaviour continues regularly.
- ◆ Withdrawal from the classroom for a fixed period of time, with a gradual, planned reintegration back into class.
- ◆ A meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the pupil's behaviour. We will also discuss the best way to impose sanctions on the pupil with the parent's full agreement.
- ◆ Outside agencies are informed and their advice is sought on the best way to move forward with the issue.
- ◆ If the problem is severe or recurring, exclusion procedures are implemented – after consultation with the Governing Body and in accordance with the L.A. guidelines on fixed term and permanent exclusions.
- ◆ A case conference with parents and support agencies.
- ◆ Fixed term exclusion in the first instance (up to 5 days).
- ◆ Permanent exclusion, after consultation with the Governing Body and the LA.
- ◆ A particularly serious problem could result in suspending the normal procedure and a pupil being taken home straight away.

Parents have the right to make representations to the Governing Body against any decision to exclude their pupil. Parents also have the right to appeal against a decision made by the Governing Body and can appeal to an independent review panel.

Play Time Behaviour

Teachers and Teaching Assistants have the responsibility for overseeing the playground at play time. Conflicts and incidents will be resolved using restorative justice techniques by a member of staff on duty, and appropriate and proportional consequences will be given. Incidents that cannot be resolved may be referred to the school's Learning Mentor. If the incident is of a more serious nature, it is immediately referred to a member of SLT.

Lunchtime Supervision

At lunchtime, supervision is by the SLT, Learning Mentor and a team of lunchtime supervisors. The lunchtime supervisors maintain order usually by reminding pupils of the standard of behaviour expected. The supervisor and staff members keep note of pupils who misbehave persistently. The supervisor refers misbehaviour if necessary.

Conflicts and incidents at lunch time will follow the same procedure as is in place at play time.

We run a system of gaining tokens depending on how the pupils behave. For helpfulness, walking down corridors and generally being kind to others, the pupils can gain points for their class. These are totalled at the end of the week and a prize is given to the class with the most tokens.

Intervention

If a pupil attacks another pupil or adult violently and refuses to calm down, then physical restraint is necessary by using the Team Teach approach. The pupil is removed and taken to a member of the SLT, who contacts the pupil's parents.

For further guidance, please refer to the school's Care and Control Policy (incorporating physical restraint).

Behaviour Modification Policy

At Highters Heath, the majority of pupils behave well. There are, however, occasions when individual pupils exhibit behaviour that is unacceptable. As part of our Behaviour Policy of rewards and sanctions, all staff use behaviour modification strategies to change an individual pupil's behaviour.

Each pupil is unique, so we investigate the cause of the misbehaviour and apply an appropriate remedy.

Various rewards are used to reinforce positive behaviour:

- ◆ change in classroom organisation
- ◆ using different resources
- ◆ rewards of stars/smiley faces on work, on charts and in special books
- ◆ use of certificates, special stickers for such things as listening, being kind, helpful, and so on
- ◆ commenting on a pupil's good behaviour to other pupils/other classes
- ◆ showing achievements in Assembly
- ◆ involving parents at an early stage to co-operate on an action plan.
- ◆ Text messages home.

By using a positive system of rewards and reinforcing good behaviour, Highters Heath fosters pupils' positive self-esteem.

January 2022 update

Level 1	Level 2	Level 3
<p>Shouting out/interrupting</p> <p>Getting out of seat unnecessarily (and without permission)</p> <p>Ignoring instructions</p> <p>Pushing to be first</p> <p>Rough play</p> <p>Name calling</p> <p>Making inappropriate noises</p> <p>Distracting others</p> <p>Throwing things</p> <p>Talking inappropriately and at the wrong times</p> <p>Avoiding doing work that has been set</p> <p>Telling lies</p> <p>Swearing</p>	<p>Persistent level 1</p> <p>Defying instructions</p> <p>Stealing</p> <p>Answering back</p> <p>Self-removal from class without permission</p> <p>Disrespectful attitude</p> <p>Purposeful spitting</p> <p>Purposeful hurting of another child</p> <p>Intimidation or incitement</p> <p>Vandalism to school property</p> <p>Foul and aggressive language directed towards another child</p>	<p>Persistent level 2</p> <p>Physical aggression</p> <p>Fighting</p> <p>Assault on another child</p> <p>Serious vandalism/ wilful damage to school property</p> <p>Bringing dangerous items into school</p> <p>Purposeful spitting on another child</p> <p>Bullying</p> <p>Foul and aggressive language directed towards an adult</p>
<p>Possible consequences</p>	<p>Possible consequences</p>	<p>Possible consequences</p>
<ul style="list-style-type: none"> • A warning about the specific conduct • Name moved down on the behaviour chart. • Time standing at the wall/fence • Work missed to be completed at playtime or lunchtime where appropriate. 	<ul style="list-style-type: none"> • A warning about the specific conduct • Name moved down (to an appropriate colour) • Time out to Learning Mentor • Reflection time • Parents notified • Time standing at the wall/fence 	<ul style="list-style-type: none"> • Name immediately moved to red • Sent to SLT • Reflection time during playtime and lunchtime for up to three full days. • Parents asked to come into school • Exclusion from class (internal or external)