Highbury Primary School

‘Valued as Individuals, Inspired and Nurtured as Learners’

Respect, Resilience, Confidence, Kindness, Inclusive, Aspiration

POLICY ON PUPIL BEHAVIOUR

Highbury Primary and Nursery School’s mission is:

- **To be an inclusive, safe and caring community where each member is equally valued and nurtured to develop their potential.**
- **To achieve academic excellence by ensuring each pupil performs to the best of their ability.**
- **To work together as a team with parents and carers within the community to promote rights, respect and responsibility for the benefit of all.**

This policy complements and supports the school and nursery values and aims.

The purpose of this policy is to:
• create a happy, secure and stimulating learning environment where everyone will be inspired to do their very best
• promote and develop self-regulation, social awareness and appropriate standards of behaviour
• work together to help children to learn the skills they need to solve problems and to achieve their aims successfully and positively
• provide common, simple, robust and effective procedures for promoting effort, achievement and positive behaviour

Highbury Primary School and Nursery is inclusive of all learners. We believe that high-quality teaching and provision promotes effective learning and good behaviour and our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. Staff will engage with children kindly and positively, modelling respect and courtesy at all times. We will promote an atmosphere where children feel able to trust and talk to adults and one another.

We believe that all children have the capacity to learn well, and behave well. Behaviour is a form of communication and may indicate an unmet need. Our aim is always to try to help the child to recognise the problem and work with them to help them find solutions.

All staff at Highbury Primary have been involved in writing the school policy and there is a collective approach to understanding our school community to ensure positive outcomes and good relational practice.

Procedures

All staff will apply 'The Highbury School Values' when implementing the approaches to positive behaviour.
All class groups will adopt the following appropriate to their age group and adults will continue to model and reinforce the language when addressing behaviour.

The Highbury School Values:

Our value hero for Respect is;	Our value hero for Resilience is;	Our value hero for Confidence is;	Our value hero for Kindness is;	Our value hero for Inclusive is;	Our value hero for Aspiration is;
					
Respectful Ruby	Resilient Rocky	Confident Coby	Kindness Kylie	Inclusive Ivy	Aspirational Albert

The Highbury school values of **Respect, Resilience, Confidence, Kindness, Inclusivity, Aspiration,** underpin the behaviour policy and adults will continue to model and reinforce these values through the reference to the value heroes. Children seen to be following 'The Highbury School Values' are praised and recognised for doing so.

At Highbury, we are committed to developing each individual to ensure every child is a happy, successful learner who always aims to do the best they can. Teaching pupils about choices and consequences, through restorative practice, is valuable to promote pupils' personal, social, moral, spiritual and cultural development and has a significant importance in our daily school life. We are continually striving to improve practice and work in partnership with other professionals, parents and carers to implement approaches to support staff, learners and families. Highbury recognises that positive relationships are central to both learning and wellbeing.

What will staff do…

- We will learn all about our pupils and what they have lived through to date. If necessary we will look deeper at their resilience factors, their stressors (triggers) and their calmers (de-escalation strategies) and set up intervention based on the individual child.
- We will ensure that each classroom has clear routines and that through respectful relationships, our values that are clearly understood by all pupils.
- We will be wise with our words, making sure we do not label any pupil in our care, instead, encouraging them gently to believe in themselves and strive to achieve our values.
- We will be kind and caring, remembering that some pupils in our care have a very fragile sense of self.

- We will do all that we can to understand how stress impacts their behaviour and support them to return to a regulated, calm manner.
- We will utilise all and any opportunity to communicate delight to the pupils in our care; this will be done through verbal positive praise and acknowledgement (where appropriate), and sharing positive messages with parents as well as pupils.
- We will support pupils to resolve problems and to understand reactions, outcomes and consequences of their choice.
- We will anticipate situations which pupils may find difficult and personalise provision to support behaviours.
- We will support each other to achieve consistency of approach throughout the school using restorative approaches, including playtimes and lunchtimes.
- We will remain regulated throughout the day, taking regular quality breaks, supporting one another.
- We will let others know if we are struggling, so that we can engage in safe, quality practice.
- We will be aware of our skill set and refer to experts as and when appropriate for specialist advice and support – Speech and Language Therapist, Portsmouth MABs, Portsmouth Outreach Service, Educational Psychology Service, CAMHs

Our aims for supporting pupils

We believe that simple, clear and well communicated expectations of behaviour will allow pupils and staff to thrive, achieve and build positive relationships. All staff have contributed to the commonly understood set of routines regarding expected behaviour of all pupils.

Positive reinforcement, encouragement and praise

As a school we acknowledge good behaviour as this encourages repetition and communicates the school's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce our school culture and ethos**.**

Positive reinforcement may take the form of:

- House Points
- The Golden Book – for learning and effort
- Sharing success with key adults in school
- Class rewards
- Value hero stickers
- Celebration of Learning certificates

Consistent use of encouragement and praise is used to:

- Create a positive school environment
- Increase pupils' self esteem
- Promote a model for good behaviour and relationships

Consequences and Sanctions

Consequences of poor behaviour are presented to pupils as a choice. This places responsibility for behaviour on each child. Furthermore, all adults reinforce that it is the child's behaviour choices that are inappropriate, not the child.

We are a restorative school and through use of the 3 restorative questions* we support children to reflect on what happened and consider the reason for and impact of their choices. We support children to think of ways to put things right, such as making a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted. This supports children to understand the consequences of their choices and to work through any feelings of shame, so that they can move forward in a positive way. Logical consequences will be given. This will directly relate to the poor behaviour the child has presented.

Our everyday restorative practice techniques will have two components;

1) **Statements**
   Explaining how the child's behaviour affects others. For example, a teacher may say "When children disrupt the class, I feel disappointed that your behaviour is effecting our learning". Hearing this, the child learns how his or her behaviour is affecting others.

2) **Questions**
   The basis for this technique is asking questions such as "Who do you think this has affected by what you just did?" and then follow-up with "How do you think they've been affected?" In answering such questions, instead of simply being punished, the child or adult has a chance to think about his or her behaviour, make amends and change the behaviour in the future.

   ***The 3 questions we will ask are:**

   - **What happened?**
   - **Who else do you think has been affected by this?**
   - **What needs to happen now?**

Power to use reasonable force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:-

- to prevent pupils from hurting themselves or others,
- from damaging property,
- or from causing disorder.

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school.

Individual Behaviour Plans

When a child consistently displays difficulties in managing their behaviour, the school's first response is to put a bespoke behaviour plan in place. The school may seek to involve outside agencies to support to child, the family or the school. Usually this would be the Educational Psychology Service (EP), Outreach services, The Mental Health Support Team (MHST) or Child and Adolescent Mental Health Services (CAMHS). Parents are always involved in decisions to refer to outside agencies.

At playtime and lunchtime

Lunchtime Supervisors have the same authority as all other school staff with regards to behaviour. Like all other staff, Lunchtime Supervisors will focus primarily on reinforcing good behaviour through positive praise and encouragement and will facilitate engaging activities for children to access.

Supervising adults will:

- Inform teachers of outstanding behaviour for a class reward.
- Use restorative approaches to resolve conflict, they will let the class teacher know if this has occurred.
- Report serious incidents to a member of SLT.

Serious Behaviour Incidents

In cases of extreme misbehaviour, for example acts of intimidation, threats of or use of physical violence, fighting, defying or challenging adult instruction, verbal abuse of staff, vandalism, bullying including cyber-bullying, a child may be removed from the classroom and peers for a set period of time.

Removal from the classroom

Removal from the classroom is an internal process within the school and is used when the objective is to remove a child from their class and peers. A removal is part of our whole school approach to promoting positive behaviour which offers immediate, short-term provision in order that learning and teaching for the majority of children can continue uninterrupted. An appropriate, quiet space will be used with adult supervision for a period of time appropriate for the pupil. In more serious behaviour incidences, parents will be informed regarding the length of time for the removal.

Pupils will be required to complete set work whilst excluded from class and this work will be provided by their teachers. Pupils will also be encouraged to reflect upon the reasons for their class removal. This will involve reflection time and a discussion about the incident or unwanted behaviour with suggestions of how this can be avoided in the future. A restorative conversation will take place with an appropriate outcome. It is important that the pupil understands exactly what they have to do and why they are doing it.

All removals will be reported on CPOMs and monitored closely by SLT.

If there is no improvement in behaviour, a pupil may be suspended for a fixed period from attending school. The school takes the sanction of suspension extremely seriously and will make every effort to promote an improvement in a pupil's behaviour before this stage is reached. The school has a strong commitment to inclusion. However, it is important for all parties to understand the consequences of consistently poor behaviour, including how it affects a pupil's learning, the learning of their peers, and the health and safety of themselves and others.

Suspensions

Where a pupil's behaviour endangers other people and him/herself, the Head teacher will deal with the incident and suspension for a set period may be deemed appropriate following up to date guidance with reference to University of Chichester Academy Trust Exclusions and Suspensions policy.

In this case the Head teacher will:

- inform the pupil's parent or carer of serious indiscipline and the sanctions, the period of any suspension, and when permanent exclusion is judged to be necessary.

- carry out an investigation to identify the reasons for the suspension.
- advise the parent/carer that they may make representations about the suspension to the governing body's discipline committee.
- advise the parent/carer how representations may be made, that they are responsible to ensure their child is not found in a public place, and on what alternative education will be provided.
- ensure that the pupil has work provided to complete at home throughout the suspension.
- convene a 'Return to School' meeting with parent(s)/carer(s) before the pupil re-commences attendance.
- notify both the local authority and the chair of the governing body and report to the relevant governor body committee of the details of the suspension, including the reasons for it, in the case of (a) a permanent exclusion or a suspension converted to a permanent one; (b) a suspension of more than five days or which brings the days the pupils has been suspended in one term to more than five; (c) a suspension that would result in the pupil losing the opportunity to take a public exam.

This will be used in response to serious breaches of the school's behaviour policy and after a range of alternative strategies to resolve the problem have been tried and proven to have failed and where allowing the pupil to remain in school would be seriously detrimental to the education and welfare of other pupils, staff or themselves. A pupil who may be at risk of exclusion will have a Pastoral Support Plan (PSP) which describes the services supporting the school and policies and strategies used to promote behaviour.

Dealing with allegations against pupils including child-on-child abuse

At Highbury Primary, we believe that all children have a right to attend school and learn in a safe environment. We recognise that children are capable of abusing their peers. In most instances, the conduct of pupils towards each other will be covered by this policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns and these will be dealt with under the child protection policy and in line with Keeping Children Safe in Education (2021). These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. (see child protection policy 7).

Sexism and Sexual Harassment

At Highbury, sexism and sexual harassment will not be tolerated and all pupils involved will be listened to and supported.
These behaviours are most likely to include, but may not be limited to:

• bullying (including cyberbullying, prejudice-based and discriminatory bullying);
• abuse in intimate personal relationships between peers;
• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
• **sexual violence**, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
• **sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

When an allegation is made by a pupil against another pupil which features one or more of the behaviours outlined above, our school's response will be

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

Addressing behaviour as it happens will help all pupils understand what is and is not acceptable. Staff will listen to the victim(s) and their wishes will inform our response. From this, the school will make the final decision of the appropriate sanction

The response to each incident will be proportionate. We will address 'lower-level' incidents such as a sexist comment through education, our curriculum and the way our school promotes respect.

We will balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

In these incidents, we will consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

And this may result in

- Managing the incident internally
- Referring to early help
- Referring to children's social care
- Reporting to the police

MONITORING AND REVIEW

This policy is monitored on a day-to-day basis by the Headteacher and the Senior Leadership Team who report to governors about the effectiveness of the policy on request.

This policy will be reviewed annually or sooner if legislation dictates by staff and governors.

Date Agreed by Staff and Governors: October 2026
Review: October 2027