



Pupil Behaviour and Well-being Policy

POLICY CONTROL

Current Version	
Reference number	S-BHVR
Title	Behaviour Policy
Version number	4.0
Document type	Policy
Original policy date	Unknown
Review & Approval responsibility	Headteacher
Approval Date	June 2024
Next review date	June 2025
Statutory / Additional	Statutory
Document owner	Deputy Head
Status	Approved

Amendment Control			
Version	Amendment	By	Date

Previous versions ¹		
Date Ratified	Version number	Status
June 2023	3.0	Archived
3/5/22	2.0	Archived
8/7/22	1.0	Archived

¹ Since current policy control method

Introduction

We have active, consistent, positive expectations of the roles, responsibilities and contributions of all participants in Highbury's learning community, including those pupils based at our Satellite provisions, which promote effective and confident behaviour and pupil well-being.

This policy is a result of the annual review of the existing Behaviour Management Policy and the Governor's Statement of Principles.

The Head Teacher and the Governing body will review this policy annually.

Practice at Highbury School is effective in the light of the guidance (Appendix 1), with an approach, including this policy, that is based upon a consistent holistic approach to promoting learning behaviour, including behaviour management. On occasions that approach may include physical intervention, accepted in Calderdale as good practice, from Team Teach² training that includes positive handling strategies

We are committed to improving the quality of life for our pupils by increasing their personal opportunities in education and their school community, leading to independence and wider opportunities as young adults.

We aim to achieve this by promoting and developing effective and appropriate behaviours for learning and self-regulation strategies.

We aim to improve family circumstances by supporting parents and carers to build skills and resilience in relation to positive behaviour management strategies and by working together with a wider range of professionals.

We are committed to supporting pupil well-being and emotional development by fostering a culture of support, success and understanding across all parties.

We work closely with our host schools at our Satellite Provisions (Hub & Hive) to ensure our pupils within these settings can be as successful as possible and understand their role in relation to the behavioural expectations of the host school, with the support and guidance of our specialist staff (Appendices 2 & 3)

² In keeping with effective evidence-based practice as the baseline of our approach - a distinctive feature of Team-Teach, are both de-escalation skills and physical interventions, known as 'positive handling strategies'. The approach is clearly structured and calibrated against level of risk. It includes accreditation and re-accreditation of staff. Team Teach is accredited by The Institute of Conflict Management (ICM). Around 48 members of staff will receive initial 12 hour training, with 6 hour refresher training every year. Other members of staff will be included in training, as appropriate.

Annual refresher training provided by our inhouse trainers

Aims

Encourage and develop a positive sense of self through consistent and frequent celebration of successes and achievements, co-regulation opportunities for pupils at any age and developmental level and specific teaching of emotional literacy skills at various levels.

Encouraging a positive relationship with parents/carers and external agencies, to develop a shared approach to behaviour management. We recognise the role of school in its design and structure and relationships in promoting children's learning to regulate themselves with increasing independence.

Staff are supported through continual CPD opportunities, mentorship and monitoring to reflect on the quality of teaching and learning in their provision and how this may impact of pupil's engagement, access, behaviour and regulation needs.

In addition the curriculum and target setting reflects this priority, in order for children to access their environment and community, with positive confident learning behaviour.

Highbury School commits to a systemic and whole school approach to promoting positive behaviour management and pupil well-being by:

- Fostering good personal and professional relationships between staff, pupils, parents/carers and professionals
- Communication in relation to behaviour incidents and challenges remain professional and supportive
- Referring to internal and external support when needed
- Modelling good behaviour & providing positive role models
- Promoting good behaviour and discipline
- Promoting and raising self-esteem
- Adopting a 'no shame' approach
- Celebrating successes
- Encouraging consistency of response
- Providing a safe and supportive environment
- Reflecting on the quality of teaching and learning
- Making reasonable adjustments to provision to support changing and developing need
- Specific and discreet teaching of emotional literacy skills
- Developing communication skills and breaking down barriers to communication
- Supporting staff and parent well-being to enable professionals and carers to support the pupils to the best of their ability

Parents and Carers

Parents and carers can contact the school to discuss their child's behaviour by phoning the school office on 01484 716319 and asking to speak with Sarah Nelson (Deputy Head) or by emailing deputy@highbury.calderdale.sch.uk

Parents and carers can also discuss their concerns with their class teacher who will share with the Behaviour Team as and when necessary.

Behaviour drop in sessions with a member of the behaviour team are available in person or via zoom – these can be arranged via Nikki Holroyd in the school office.

Parents and carers can also seek wider family support from our Family Liaison Officer Helen Norris by emailing hnorris@highbury.calderdale.sch.uk

Support is also available from the following services;

- Unique Ways
www.uniqueways.org.uk Tel 01422 343 090
- Short Breaks (respite)
Tel 01422 394 087 Email: hi@uniqueways.org.uk
- MAST (Disabled Children's Team)
Tel 01422 393 336 Email: mastadmin@calderdale.gov.uk
- Northpoint – Open Minds (CAMHS)
Tel 01422 300 001 Email: firstpointofcontact@calderdalecamhs.org.uk

Procedures

- ❖ All staff meet with the Behaviour Lead (Sarah Nelson Deputy Head) during induction and receive training on the behaviour policy and its implementation. In the absence of the Deputy Head this training will be carried out by Michaela Holroyde-Smith (Behaviour Support).
- ❖ All staff receive support and training in relation to positive behaviour management strategies as per the school improvement cycle.
- ❖ All staff are aware of the members of the Behaviour Team and understand how to make a relevant referral; Dream Team (sleep), Play Therapy, Play Therapy Consultation, Behaviour Drop in sessions.
- ❖ Senior Leaders and DSLs understand how to refer to external services when appropriate based on changing and developing need which is discussed via supervision.
- ❖ All staff are aware of their role and responsibility in reporting incidents and recording incidents via the school system 'IRIS'
- ❖ Approximately 48 staff members; including all senior leaders, across the school and satellite provisions will receive annual Team Teach training. Training is provided by our Team Teach trainers Michaela Holroyde-Smith & Samantha Ingham.

Wave 1 – Consistent offer for all pupils

- Transitions are well planned and pupils are supported via a Total Communication Approach which is consistent and clear
- Personalised transition materials are available for those pupils who require
- Classrooms are well zoned and provide areas of calm and to support regulation
- Outdoor spaces are utilised during lessons and to support regulation. The spaces are well planned and reflect class need.
- Learning spaces are clutter free and promote calm, consistent engagement
- Resources and provision areas are clearly labelled following the school system
- Whole class rewards systems are in place where appropriate
- Individualised class rewards systems are in place where appropriate

- Staff offer regular praise to reinforce effective learning behaviours
- Staff foster their relationships with pupils to ensure pupils feel safe and secure
- Class leaders lead regular full team briefings to share and reflect upon practice and strategies

Wave 2 – Where a pupil presents with behaviours that challenge

- Staff will begin to gather data regarding a behaviour(s) of concerns either via full incidents logs on IRIS or monitored behaviour logs on IRIS (to discuss with behaviour team at the time)
- Class team will refer to Vicky (Lead Practitioner for Sensory Integration and Communication Needs)
- Initial observations by Lead Practitioner will inform next steps (*staff training, communication resources, sensory diet, additional or external referral*)
- A behaviour profile may be introduced

Wave 3 – Where Wave 2 intervention has not made desired improvements to pupil's behavioural presentation

- Staff will continue to gather data regarding a behaviour of concern
- Team will refer to the Behaviour Team Lead (Sarah Nelson)
- Behaviour Team will make observations, analyse data and format a plan moving forward
- Behaviour team will make contact with family and may refer to external professionals (CAHMS, Short Breaks, Play Therapy, Sensory Integration support)

Proactive Behaviour Management Strategies

Senior Leaders promote an ethos of '**children do well if they can**'. There is an expectation of staff to continually reflect to identify 'lagging skills' and consider how best to support pupils to develop these skills and strategies to effectively manage their behaviour. This will require staff to specifically and explicitly teach new skills in a systematic way, providing appropriate resources and provision.

As a staff we will

- Promote an approach that enables children to express their needs and views
- Analyse needs (including sensory) and proactively plan to facilitate regulation
- Include analysis reflection and teaching that considers and promotes mental health and well being
- Acknowledge all good behaviour and celebrate progress
- Model appropriate behaviour
- Ensure responses are at an appropriate level
- Be aware of how we identify at risk children and children exhibiting signs of mental ill health
- Reprimand the behaviour not the pupil
- Keep language simple using key words and the pupil's name first
- Reinforce natural, positive consequences
- Praise – verbal, gestures, private, public (class / assembly)
- Reward -wow certificates, class based token systems and Stars of the Week

- Seek to promote a consistent approach (home & school) and will actively seek to link effectively with support services
- Reflect lagging skills in EHC outcomes and steps to achieve
- Eliminate or reduce internal antecedents – for example, hunger, pain, fatigue, illness and liaise with the School Nurse where appropriate
- Eliminate particularly aversive events – for example stimuli that a child has a fear or aversion to such as physical contact, noise, dogs etc
- Support pupils to regulate with nurturing coregulation strategies to later support with self-regulation

The school environment will provide

- An appropriate physical setting e.g. class management and organisation
- An appropriate social setting e.g. people involved and how
- Social stimulation
- Stimulating activities at an appropriate level
- Opportunities to exhibit choice
- Adapt approaches for pupils whose behaviour may be a result of underlying mental health difficulties
- Clear timetabling and predictability e.g. structured day, routines clear
- A means of communication e.g. Sign Supported English, PECs within a Total Communication Approach; working cohesively with our Speech and Language Therapist (SaLT)

Initial de-escalation strategies may include

- **Planned ignoring** – as far as possible take away attention from the misbehaviour.
- **Change of adult support** - a change of face for the intervention will often change the pupil's response
- **Moving pupil** to distraction-free area in classroom
- **Verbal reminders** about appropriate behaviours- a prompt acts as a cue or support to encourage a desired behaviour
- Using **incentive of favoured** activity on completion of task (token economy, now and next boards, 'work first')
- Redirection to therapeutic intervention or space
- Redirection to alternative task
- Ensuring basic needs are met; offer drink, food item, use of toilet
- Offered regulatory item or activity (personalised to child) e.g. chew buddy, use of trampoline, lycra for swaddling
- Ensure pupil has appropriate means to communicate their needs/wants
- Reduce adult language & expectation

Further de-escalation strategies may include

Where initial de-escalation strategies have been tried but the pupil is not responding, the following strategies or sanctions may be used as appropriate:

- Pupil moved away from other pupils and given 1:1 support to re-establish appropriate behaviour.
- Pupil removed from the class for short period of 'time-out' or other pupils moved out of classroom/room to establish safe environment
- Pupil reminded of appropriate behaviour/the boundary and the consequences of continued challenging behaviour e.g. activity no longer continuing

- Transition to safe or therapeutic space in school where adult's can adopt a 'hands off' approach
- Ask for additional support from SLT/ Behaviour team
- Where the pupil is considered at risk of injuring themselves or others or damaging property a Team Teach restraint may be required³

Reparations and planned next steps

We always aim to de-escalate behaviour and redirect pupils, however when behaviour has been inappropriate and it is judged beneficial for a child to participate in reparation, the following approaches may be used:

- Repairing relationships (saying sorry, writing a letter)
- Repairing environments (tidying up spaces, fixing broken items)
- Repairing the task (completing work or activity)
- Improving understanding (social story, choice board, 1:1 work on emotions and regulatory behaviour)
- Making safe; the school may impose a fixed period exclusion following a serious incident to form a dynamic risk assessment/make environmental changes/contact external professionals for support. *Please see below for further information on exclusions.*

Consequences or reparations are a small part of behaviour management. The most effective consequences for children are either natural or logical. Staff will support pupils, where appropriate, to make the links between their behaviours and a natural or logical consequence. This may lead onto a reparation as outlined above.

We recognise that for many pupils work around reparation may need to be highly personalised or may not be appropriate. Next steps will always involve de-briefs and reflections from the team to discuss potential antecedents and how staff can work best to reduce these in future.

Individualised and Specific Behaviour Strategies

Some pupils will display challenging behaviour and will need specific strategies and interventions to promote appropriate behaviour.

Challenging behaviour is termed as behaviour that leads to: -

- Regulation that significantly inhibits learning and causes distress
- Physical danger / harm to self
- Physical danger / harm to others
- Damage to property
- Prevention of participation in educational and community activities
- Disruption of learning to others
- Isolation from peers
- Excessive demands on staff / resources

Behaviour Management Plans

Where a pupil frequently displays challenging behaviour, the pupil will move onto Wave 3 support where a Behaviour Management Plan will be formed.

³ *This would only happen once in response to an unexpected incident. This would then be discussed with Behaviour Lead and parents/carers and formulated into a planned response for potential future incidents.*

BMPs***Assist coordination of the child's learning in relation to their behaviour regulation and choices.***

- Are based on observation and behavioural data
- Include proactive and reactive strategies with a clear weighting to proactive
- Specify de-escalation strategies known to work with the individual pupil
- Specify preferred positive handling techniques
- Success is determined using observation and behavioural data
- Ensure a consistent approach across the staff team, who are responsible for disseminating information
- Are always shown to parents/carers who are asked to give consent
- Changes or strategies involving physical intervention will be discussed with parents/carers
- Aim to ensure a consistency of approach and sharing of information between home and school through regular communication between staff and parents/carers
- Interventions will be aimed at limiting the amount of harm to the child or others
- Interventions will be aimed at limiting the amount of reinforcement resulting from the behaviour
- Are continuously monitored and updated where strategies develop or change

Positive Handling

Where possible we will do our best to help pupils to calm using communication skills, distraction techniques and removing triggers. However, there may be times when staff may need to control or restrain a child to ensure the pupil's own safety, the safety of others, or to ensure that property is not seriously damaged. This can require positive handling techniques (control or restraint).

Physical intervention should always be:

- Only at the last resort after all other avenues of resolution have been exhausted
- In the best interests of the pupil
- Absolutely necessary
- Reasonable and proportionate

Specific Guidelines for situations involving positive handling techniques

- Only Team Teach trained staff are to be involved in the use of positive handling techniques
- An additional member of staff, where possible, should be present during the use of positive handling
- A record should be kept of any incident resulting in positive handling – this will be recorded on the school system IRIS
- Parents/carers should be informed of these incidents by phone or in person
- Positive handling should only be used when it is considered that the risks involved in not intervening outweigh the risks involved in physical intervention
- Positive handling should be avoided in situations where it is likely to increase the risks involved for either the staff or the child
- Staff should act within their duty of care to the child(ren)
- The scale and nature of any physical intervention must be proportionate to the behaviour and the nature of the harm that the child might cause
- Positive handling may be used as a secondary prevention technique where there is clear, documented evidence that particular sequences of behaviour are likely to escalate rapidly

into serious violence. Secondary prevention involves recognising the early stages of aggressive behaviour and employing techniques aimed at averting further escalation

- In the case of a 'behaviour' occurring over an extended period of time, SLT should be informed

Reactive Behaviour Strategies

Physical intervention may be used as part of a BMP however it may also be used in unplanned situations where an unexpected behaviour is seen to pose a significant risk e.g. by running toward a busy road, engaging in self-injury, or sustained aggression toward others or likely to commit an offence.

Judgments have to be made at the time, taking due account of all the circumstances, including any known history of other events involving the child.

Assessment recording and reporting

This will include some or all of the following: -

- Recording behavioural concerns from home shared by parents/carers and the community onto CPOMs
- Use of IRIS – school electronic recording system (incident alerts notify the Headteacher, Deputy Headteacher, and members of the behaviour team)
- Annual reviews of EHCPs
- Behaviour Management Plan / Pupil Profiles
- Assessment tools. ABC charts, tick lists etc
- Home school links, letters and meetings with parents/carers

Supporting pupil well-being

The school adopt the following practices to promote a positive sense of self, a feeling of safety and stability whilst at school and a developing ability to demonstrate and communicate emotions and feelings:

- Positive behaviour management approaches as outlined above
- Support from Behaviour and Well-being Team including Play Therapist
- Referrals to external services and support where necessary and a commitment to Multi-Disciplinary working
- Celebration assembly every Friday – accessible by all including parents/carers and the wider Highbury Community
- A commitment to providing every child a birthday party in school which is accessible and appropriate to need
- Frequent breaks and access to therapeutic spaces across school
- Personalised timetables, resources and teaching appropriate to need to enable all pupils to attain and feel good regarding their successes regardless of ability
- A school council member who represent the needs and wishes of their peers
- Access to 'Super Saturdays' (school grounds are open 1 x month for families to use and gather as a community)
- Pupil Voice – gathered formally at key points in the year and informally within teaching
- Close liaison with parents and carers regarding concerns or changes in family circumstances which require more emotional support
- Specific emotional literacy teaching including the teaching of Colourful Semantics 'who, what, where' which enables pupils to recount events and reflect on their involvement and emotional response

- A flexible and responsive curriculum which is guided by national and local issues i.e. COVID-19. Following the National Lockdown Highbury school returned to a RICE curriculum which focussed on 'Relationships, Independence, Communication and Engagement'
- Genuine inclusion for all and celebration of diversity across all parties within the Highbury Community
- Support from a School Nursing Team which is available on site daily
- Consistent, frequent access to a large garden school where pupils can learn while reaping the benefits of being outside and with nature
- A commitment to enrichment opportunities, and educational visits including horse riding, rock climbing and swimming
- A budget that allows for and supports families to access the school activities and events to ensure no pupil is disadvantaged as a result of financial pressures

Child on child abuse

Child on child abuse is any form of physical, sexual, emotional and financial abuse and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships and wider peer associations.

Child on child abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying
- teenage relationship abuse

Research suggests that girls and young women are more at risk of abusive behaviours perpetrated by their peers; however, it can also affect boys and young men. Those with learning difficulties or disabilities, LGBTQ Children and young people and those who are from different communities may be particularly vulnerable.

As a school we are committed to;

- Being proactive and using an informed approach
- Educating ourselves and understand the situation
- Supporting our pupils and providing supervision for our staff
- Being vigilant and observant
- Developing targeted intervention based on personalised need

Our processes:

1. We are all informed and are alert and aware of any signs of problematic behaviours that could indicate child on child abuse/ bullying is taking place both in and out of school. (whole staff training September 2023)
2. We share and discuss information and concerns with all relevant parties
3. We report concerns to a DSL and agree an appropriate approach and response
4. We plan and educate and monitor intervention
5. We know when and how to escalate concerns to wider services and the police
6. We record in the category on CPOMS entitled incidents > '**child on child abuse**'. Incidents recorded under this heading **must** be discussed with a DSL first.

Involving other agencies:

We ensure that the children affected are getting the help they need.

A typical response will involve:

- children's social care
- the police
- any specialist services that support children who demonstrate harmful sexual behaviour
- the family
- any other professionals who know or have had contact with the child

Further details can be found in the Safeguarding Policy on the school website

Glossary

Definitions:

- **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances.

Exclusions

Headteachers can exclude your child if their behaviour poses a significant risk to the health and safety of the child and others in or outside school.

What happens when your child is excluded:

If a child is being excluded from school parents or carers are notified about an exclusion as soon as possible. Parents/carers would then receive a letter informing them long their child is excluded for and why.

Information contained in the letter would include details of how to challenge the exclusion.

Exclusions can start on the same day but the school would not insist that arrangements are made to collect a child straight away. A child who had been excluded would always be kept safe in school until arrangements could be made.

Risk of prosecution if child is found in public place

For the first 5 school days of an exclusion, it is the parent or carers responsibility to make sure their child isn't in a public place during normal school hours unless there is a good reason.

Parents/carers may be prosecuted if their child is found in a public place when they're not supposed to be.

Types of exclusion

There are 2 kinds of exclusion - fixed period (suspended) and permanent (expelled).

Fixed period exclusion

A fixed period exclusion is where your child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school.

If a child has been excluded for a fixed period, schools should set and mark work for the first 5 school days.

If the exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, eg at a pupil referral unit.

If a child received a fixed period exclusion from Highbury School, the school would notify the SEN Team / SEN officer for the school.

Highbury School are committed to resolving issues which may result in temporary exclusion and would work with relevant professionals to consider all reasonable adjustments.

Following a Fixed Period Exclusion, the school may also impose a part-time timetable. This should be used for the minimum amount of time, have a clear start and end date and should only be used with parental consent.

In very rare cases the school may consider alternative provision for a pupil where it is felt that their behavioural needs cannot be safely met within a generic special school placement. This decision would be made in consultation with parents, carers, relevant professionals and the SEN Team.

Permanent exclusion

Permanent exclusion means your child is expelled. Your local council must arrange full-time education from the sixth school day.

Alternative education and exclusion

The school or local council must tell you about any alternative education they arrange. It's your responsibility to make sure your child attends.

Making a complaint

If alternative education isn't arranged within 5 days, or you're not happy with the education, you can complain to:

the school, for fixed period exclusions

the local council, for permanent exclusions

If you're not happy with the response, you can complain to the Department for Education (DfE).

You'll need to show that you followed the school or council's complaints procedure.

Special circumstances

If a child is subject to a child protection plan or is in Local Authority Care, the social worker for that child will also be informed of the exclusion.

If a child who has been excluded is not collected by the end of the school day or if the child absconds from school then the school may need to report this to the police and/or the multi-agency assessment team (MAST)

Screening and Searching Pupils

The DfE document Searching, screening and confiscation – advice for Head teachers, school staff and governing bodies (February 2014) should be read in relation to this section. The Head teacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have one of the following:

Prohibited items:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property.

The member of staff conducting the search must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched. However, there is a limited exception to this rule whereby staff can carry out a search of a pupil of the opposite sex and without a witness present, where there is reasonable belief that there is a risk that serious harm could be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Allegations of abuse against staff

In line with guidance from the Department for Education, when dealing with allegations of abuse against teachers and other staff, all allegations of abuse will be taken seriously. Our school is committed to ensuring that we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension of the member of staff will not be used as an automatic response when an allegation has been reported.

Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded or malicious will not be referred to in employer references. We will offer pastoral support to staff members in line with the DfE guidance.

Pupils who are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Appendix 1

Key References

This policy was written with particular reference to the following:

- Behaviour and discipline in schools 2014 DFE
- Behaviour in School - Advice for headteachers and school staff Feb 24
- The Children's Act 1989
- The Education Act 1996
- Use of Force Guidance April 2012
- www.teamteach.co.uk
- School Standards Framework
- The Equality Act (2010) and schools 2014 DFE
- Positive Environments where Children flourish Ofsted March 2018
- Preventing and tackling bullying Advice for headteachers, staff and governing bodies 2017
- Government Response to the Consultation on Transforming Children and Young People's Mental Health Provision: Green Paper and Next Steps DFE July 2018
- [Education Welfare Service | Calderdale Council](#)
- Creating a culture: how school leaders can optimise behaviour Tom Bennett 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England Sep 23

Appendix 2

Alternative Provision based at Copley Primary School

The following information (taken from Copley Primary School Behaviour policy) is relevant for all staff, parents and pupils based within The KS2 Hub @ Copley. This information is adhered to alongside the Highbury School Behaviour policy and individual class behaviour / reward systems.

Children are responsible and accountable for their own behaviour. Pupils' positive attitudes to learning and conduct in lessons and around the school positively impact on achievement. High expectations of staff and pupils make a positive contribution. Regardless of the starting point of individual children, high standards of behaviour will be always expected and promoted consistently by all adults.

Copley Primary School Rules

- Be ready
- Be respectful
- Be safe

By "Ready" we mean: • Ready to learn • Ready to listen • Ready for school (uniform, homework, water bottle etc)

By "Respectful" we mean: • To peers • To adults • To the environment • To ourselves • To our differences

By "Safe" we mean; • In our learning environment • With the people around us • To take risks and make mistakes



Positive reinforcement, responsibility and reward

At Copley Primary School we make sure that our pupils' excellent conduct is acknowledged, valued, appreciated and recognised. We anchor good behaviour through a range of reinforcements such as;

- Sincere and timely verbal praise
- Stickers and certificates
- House points - The Copley house teams relate to the children's PE t-shirt colours. Calder (blue), Hebble (yellow) Wainhouse (red) and Savile (green).
- Golden Tokens - To reward good manners and polite behaviour. The class with the most tokens each week wins an extra playtime.
- Golden Time - All KS2 classes attend clubs on Friday afternoon led by Copley staff. For example, sports, games, mindfulness, Lego and film club.
- Copley Champions – 1 child per class attends a special treat each half time. Previous activities have included a trip to a café, pizza making and baking biscuits for afternoon tea.
- Positive recognition through our weekly celebration assembly (parents invited). The EARTH awards are based on the key values at Copley.

Appendix 3

Alternative Provisions based at Withinfields Primary School

The following information (taken from Withinfields Primary School Behaviour policy) is relevant for all staff, parents and pupils based within The KS1 Hive and KS2 Hub @ Withinfields. This information is adhered to alongside the Highbury School Behaviour policy and individual class behaviour / reward systems.



The Staff at Withinfields Primary School believe that good discipline within school promotes a secure, calm and purposeful environment for learning. Children's education benefits from a clearly structured, consistent and fair approach to disruptive and unacceptable behaviour. Positive reinforcement of appropriate and good discipline leads to improvement in behaviour and increased self esteem.

Withinfields Primary School Core Values

- Fairness
- Friendship
- Happiness
- Respect
- Trust
- Forgiveness

Positive reinforcement, responsibility and reward

Systems for promoting positive behaviour should be self-motivated and this is best encouraged through our rewards systems;

- Specific verbal or written praise
- Stickers and certificates
- Class Dojo points are earned when children display positive learning behaviour. These can lead to winning bronze (60), silver (140) and gold (240) badges, as well as a platinum (360) wristband.
- Individual class 'team' awards to encourage collaboration, such as collecting marbles.
- Headteacher's award or sticker for displaying attitudes or behaviour of a particularly high standard.
- Endeavour award presented in 'Good News' assembly on Friday (parents invited)

