



Name of policy: BEHAVIOUR FOR LEARNING POLICY

Version	Date	Approved by governors	Description
1	September 2024		New policy: therapeutic thinking approach formed

This policy is due for review on: Summer 2025



Behaviour for Learning Policy



The Behaviour for Learning Policy is designed to actively promote our values and ensure that all pupils at Highwood Primary School have the opportunity to **learn, achieve** and **be successful**. The policy emphasises the need for pupils to uphold these values and make sure that they promote the school's learning culture as individuals. Highwood Primary School believes in a therapeutic approach to managing behaviour to create an environment built on safety, responsibility and mutual respect.

Aims and Ethos

At Highwood Primary School all staff and children are expected:

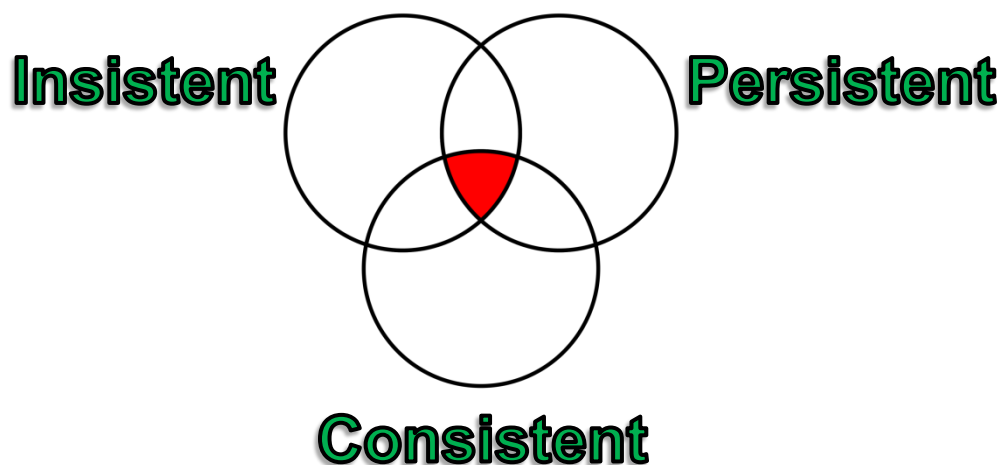
- Promote good behaviour and show an awareness of internal discipline.
- Create a happy, safe, whole-school learning environment
- To experience and celebrate success at the highest possible level
- To build positive relationships between pupils, parents and staff

What is Therapeutic Thinking?

Therapeutic thinking is an approach to behaviour that prioritises the pro-social feelings of everyone in the school community. The approach is designed to fully promote pro-social behaviour rather than deter anti-social behaviour. At Highwood, we firmly believe that positive experiences create pro-social feelings and pro-social feelings create positive behaviour. This policy and approach aims to grow our pupils into positive, responsible and independent members of the school community and within society.

Everyone has to follow the Rights – Responsibilities – Rules – Routines

The key to success is to have a whole school approach that is:

**Rights:**

Pupils have a right to be heard, a right to learn and a right to be safe.

Teachers/staff have a right to teach in a friendly, safe and satisfying school that is supported by the school community.

Parents/carers have a right to feel welcome and to know that their children learn and achieve in a friendly, safe and supportive school.

Responsibilities:**Responsibilities for everyone:**

The whole school community should demonstrate care and concern for themselves, other pupils, parents, carers, teachers, our belongings, our school and equipment. They should:

- Create a calm, safe environment for learning and taking pride in it.
- Show respect, courtesy and consideration towards all members of the school community regardless of age, ability, gender, race or faith.
- Be positive role models and consistently promote pro-social feelings.
- Strive to create and sustain positive working relationships with all members of the community.
- Create an environment that expects success and celebrates it, no matter how small, when it is achieved.
- Hold high expectations and take accountability for behaviour and actions.
- Recognising incidents of bullying or unkindness and taking necessary and appropriate steps to deal with this constructively and accordingly (see Anti-Bullying policy).

- Be polite, honest and fair.
- Meeting the needs of individual pupils through a range of therapeutic strategies.

Responsibilities for Governors:

The Governing Body will monitor, review and evaluate the impact of this policy.

Responsibilities for the senior leadership team:

- Prioritising a happy and safe school ethos for all members of the Highwood community.
- Ensuring no member of the community will be discriminated against race, religion, culture or any individual needs.
- Provide clear communication with parents in their roles of creating pro-social feelings and positive behaviour.
- Monitoring, reviewing and evaluating the therapeutic practices and behaviours throughout the school.
- Provide regular, on-going training for the whole school, both within a staff induction and for groups/individual's development needs.

Responsibilities for all staff:

- Using therapeutic responses and approaches to encourage socially acceptable behaviour and respond with strategies rather than emotions.
- Build positive relationships with all pupils, in particular those who find behaviour a challenge.
- Pro-actively seeking techniques and ways to avoid difficult and dangerous behaviours.
- Hold high expectations, be explicit with what we expect and follow through with clearly defined consequences.
- Allow each child to start afresh each lesson and day.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a 'silly' game from continuing) both in the classroom and playground.
- Enabling pupils to take an increasing responsibility for their own learning and conduct, increasingly developing a sense of intrinsic motivation.
- Recognising, valuing and responding to the needs of individual pupils, according to their social or academic ability, to unlock their full potential.
- Taking firm and consistent action to prevent and stop one pupil disrupting the learning and safety of other pupils.
- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.

- Planning and delivering Highwood's PSHE curriculum, promoting pro-social feelings, strategies and behaviour.
- Recording serious difficult and dangerous incidents of behaviour on CPOMs, where the behaviour has had a significant impact on themselves or others.

Responsibilities for parents:

- Accepting, contributing and supporting Highwood's approach to managing behaviour therapeutically within the whole school community.
- Accepting responsibility for the conduct of their children, offering praise and encouragement or implementing consequences, if appropriate.
- Liaising with staff on matters which may affect their children's happiness, achievement and behaviour, including changing situations/circumstances at home.
- Attending meetings regarding their child's behaviour, when requested.

Rules:

Our school rules are embodied within our school values. These are specifically taught through various aspects of the curriculum and also through assemblies and PSHE. See 'Behaviour stages' section for more detailed information about our behaviour management process.

Routines:

Encourage good behaviour for learning:

- Highwood Primary School has routines for encouraging good behaviour for learning and also consequences for anti-social behaviour. Promoting pro-social feelings and encouraging good behaviour for learning is the responsibility of everyone in school.
- As with the consequences for anti-social behaviour, there are positive reinforcements that can be used to encourage appropriate behaviour for learning.

Types of behaviour:

Pro-social behaviour:

Pro-social behaviour is defined as behaviour which is positive, helpful and intended to promote social acceptance. It is characterised by having an awareness of the rights, feelings and welfare of others, benefitting the community and society.

At Highwood, pro-social behaviour expectations and responses are set through our school values based education: respect, trust, happiness, pride, celebrating diversity and continual improvement. All behaviour systems, strategies and discussions refer to our school values and these are regularly re-visited through assemblies, discussions and through the curriculum to ensure consistency as children move through the school.

When children feel safe, liked, replete, praised, rewarded, included, involved, consulted, motivated, heard, rested, successful, accepted, needed, appreciated and nurtured they are more likely to behave prosocially. Children expect feedback on their prosocial behaviour and are used to having prosocial behaviour recognised. Staff will praise and celebrate children showing our values and other pro-social behaviours. We believe that acknowledging and responding to pro-social behaviour is essential to motivate further acts of such behaviour.

Recognition and positive reinforcements:

At Highwood, our rewards for pro-social behaviour focus on intrinsic motivation. There are a range of ways that pupils are recognised including:

- Star of the Week
- House points
- Stickers
- Praise – verbal and through marking
- Whole Class attendance awards
- Sports trophies
- Letters home from SLT
- Certificates and recognition
- VIP awards
- Weekly Best Seats in House

Recognition and positive reinforcements are to be given as a result of pro-social behaviour, never as a bribe for pro-social behaviour. Pro-social behaviour should be identified and praised after an incident where a child showed unsocial, antisocial or dangerous behaviours.

Unsocial behaviour:

This is defined as not making an effort to behave sociably in the company of others, but not to the detriment of others. Not doing as instructed, but not to the detriment of others, such as:

- Leaving their desk without permission
- Leaving the carpet during input/story without permission
- Refusing to complete the work set
- Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)
- Rocking on their chair
- Calling out/talking to a friend
- Not listening to instructions
- Playing/fiddling with equipment

Some unsocial behaviour are characterised as a quiet non-compliance that does not negatively impact on other pupils' learning. Introverts communicate their feelings through quiet noncompliance (not doing as instructed). Staff should interpret some unsocial behaviour as a communication of negative feelings, therefore differentiating or supporting to meet the needs of pupils.

All staff are responsible for addressing unsocial behaviour. No unsocial behaviour should need SLT support unless it is persistent and disruptive, therefore becoming antisocial behaviour. Responses to unsocial behaviour use scripted language to positively rephrase, limit choice or disempower the behaviour to facilitate a change in the behaviour and praise when pro-social behaviours are displayed.

Anti-social behaviour:

Antisocial behaviour is defined as behaviour that may cause harm to another individual, group or environment; this could be emotionally, mentally or with intent to cause harm. It is characterised as negative behaviour that falls outside the accepted norms and values of the community. Extroverts often communicate their negative feelings with high levels of interaction.

Antisocial behaviour may be a conscious or subconscious behaviour choice.

They are defined as the following:

- Conscious behaviour – unwilling to moderate or self-regulate
- Subconscious behaviour – unable to moderate or self-regulate

All staff will deal with both conscious and unconscious behaviours, however, these may look different and will be dealt on an individual basis.

Examples of anti-social behaviour are:

- Aggressive shouting/calling out disruptively
- Continued interruptions
- Swearing
- Answering back, mimicking
- Name calling
- Refusal to carry out an adult's instruction after multiple times
- Distracting and/or disrupting others' learning by shouting, banging, making noises
- Throwing small equipment
- Damage to property/pushing over furniture
- Stealing
- Lying

All staff are responsible for addressing antisocial behaviour, however, very frequent and persistent antisocial behaviours will require SLT intervention. Responses to antisocial behaviour use scripted language to positively rephrase, limit choice or disempower the behaviour to facilitate a change in the behaviour. Educational consequences (see below) will be given and recorded to ensure that the children have the opportunity to learn and develop the value of prosocial behaviours.

Disrupting lessons is taken very seriously. It is not acceptable under any circumstances. If a pupil continues to disrupt a lesson then this will result in protective and educational consequences in accordance with the school's policy. Co-operation and good behaviour is expected with visiting teachers and cover supervisors. Persistent disruption can lead to pupils being included in a Pastoral Support Programme (PSP) and could lead to fixed term or permanent exclusion.

Dangerous anti-social behaviour:

Dangerous behaviour is defined as behaviour that violates the rights of another person. It is characterised as behaviour that is likely to cause injury, harassment, alarm or distress or behaviour that causes harm to an individual, the community or to the environment. If dangerous behaviour is persistently causing harm to the same individual, staff will refer the child to a the SLT who decide if their actions constitute bullying (see bullying section below).

Examples of dangerous anti-social behaviour:

- Leaving the school building
- Leaving the premises
- Spitting (directly at another)
- Pushing aggressively
- Scratching
- Pinching
- Hair pulling
- Hitting
- Kicking
- Fighting
- Biting
- Physical, verbal or on-line abuse

Responses to dangerous behaviour use scripted language to positively rephrase, limit choice or disempower the behaviour. Educational and protective consequences will be implemented. Dangerous anti-social behaviour may involve SLT support or intervention. Incidents of serious or dangerous behaviour will reported on CPOMS. SLT and parents will be informed the same day.

Consequences

In cases of unsocial, anti-social and dangerous behaviour, a logical and natural consequence will occur. At Highwood, we always use educational consequences to help children learn, create pro-social feelings and instigate behaviour changes. At times, in particular with dangerous behaviour, protective consequences may need to be implemented.

Educational consequences:

Educational consequences aim to return freedoms and provide an opportunity to show reflection and behavioural change. These can include:

- Completing work missed
- Restorative conversations
- Rehearsing and practising behaviour expectations with an adult and/or peers
- Planning for or assisting with repairs
- Learning the relevance and completing tasks
- Discussing and researching the implications of behaviour with an adult

Protective consequences:

Protective consequences are necessary measures to manage the risk of harm from dangerous behaviours. These may limit freedoms for the short-term to reduce harm and alongside any educational consequence. These can include:

- Increased staff ratio
- Limited access to outside time with peers
- Escorted and supported in social situations
- Restricted outside space
- Differentiated teaching and learning space
- Restricted off-site activities
- Fixed-term exclusions (see suspensions and exclusion policy)
- Permanent exclusion (see suspensions and exclusion policy)

In the vast majority of situations, even of dangerously anti-social behaviours, reasonable force (according to the 'Guidelines of Reasonable Force') will be a last resort. However, it may be necessary to enforce restraining techniques if a child/adult is in immediate danger or if there is significant damage to property. At Highwood, we use the Team Teach holds including de-escalation techniques. If reasonable force has had to be used, this will be documented factually (in our positive handling document and on CPOMS) and parents and SLT notified.

Behaviour In and Around the School

Behaviour in the classroom:

The school believes everyone has the right to learn and achieve. The school expects pupils to:

- Be punctual
- Listen without interrupting
- Follow instructions
- Do their best and let others do the same
- Encourage others to do well
- Be polite
- Request help by putting their hand up
- Uphold the school values
- Apply the school's Learning Behaviours

Behaviour around school

Everyone wants to work in a school which is clean, pleasant and safe. The school expects children to respect the environment by:

- Walking
- Using litter bins
- Respecting displays
- Holding doors open for others
- Using quiet voices
- Playing in an appropriate manner

Behaviour towards others

At all times in school children are to treat other people with respect and consideration:

- Be friendly and showing good manners
- Treat other people the way they would want to be treated
- Respect other's feeling
- Respect other's property and the school environment

Bullying

Bullying is not accepted in any form at Highwood Primary School. We define bullying as:

- repeated over time by an individual or group

- intended to hurt someone either physically or emotionally
- often aimed at certain groups because of their perceived differences.

In order to help us focus on any concerns about bullying, it is important that the term 'bullying' is not confused with one off unpleasantness or unkindness.

Bullying can take many forms:

Emotional – being unfriendly, excluding, tormenting

Physical – pushing, kicking, hitting, punching or any use of violence

Racist – taunts, graffiti, gestures

Sexual – unwanted physical contact or sexually abusive comments

Homophobic- focusing on the issue of sexuality

Verbal name-calling – sarcasm, spreading rumours, taunting

Cyber Bullying - the use of modern communication technologies to embarrass, humiliate, threaten or intimidate an individual in the attempt to gain power and control over them.

All forms of bullying are taken very seriously and dealt with as defined in the behaviour stages (see Behaviour stages below)

At Highwood, we believe that every child and adult should be able to work, learn and study in a bully-free environment. Everyone should feel confident when coming to school that they can spend the day in a friendly place where everyone works together to help one another. When bullying does occur (please see definition above) staff and pupils should feel confident to report the behaviour enabling the system to be put into place to prevent it from happening again. Please see our anti-bullying policy for more information.

Behaviour out of school

The school expects children to act appropriately when out of school. During school hours or when representing the school children are expected to behave as they do in school. Pupils are encouraged and taught how to behave when out of school, e.g. When walking home. However, the school cannot be held responsible for the way children behave once they have left the school site. If incidents do occur the Senior Leadership Team (SLT) may discuss the issue with the child and their family.

The school expects children/families to report any kind of behaviour which is hurtful or harmful to others including bullying, racism, sexism or which causes damage or threatens the health and safety of others. The school has a full anti-bullying and anti-racism policy.

Breaktimes and lunchtimes:



During playtimes, we expect children to follow the same behaviour expectations, as they do in the classroom. Each child starts the lunch on green and we follow the same positive behaviour model. If a child breaks one of the Highwood values or behaviour expectations, the following steps are followed:

Step 1- a lunchtime controller gives a verbal warning and an instruction with the behaviour that does want to be seen.

Step 2- some reflection time with the adult out on duty, with a conversation about why what they are doing is wrong and what Highwood value(s) they have broken. The conversation ends with the correct behaviour you expect to see from the child(ren).

Step 3- a longer ‘calming/reflection time’ stood by the adult out on playground. A conversation held between an adult and the child, reflecting on what has happened, what you asked them to do and end the reflection time with what you expect to see. Resources or equipment may be removed to give time for reflection and behaviour change.

Step 4- if the same behaviour persists, despite the conversations and warnings, then a member of the senior leadership team will bring the child inside and parents will be informed of the incident. The senior management team will liaise with the class teacher to implement educational consequences, and sometimes protective consequences, for the following lunchtime or future lunchtimes to reduce the risk of the same behaviour reoccurring.

Highwood does not accept any use of physical behaviour. If a child deliberately and purposely hurts another child during lunchtime, the senior leadership team will escort them inside immediately.

‘Every child has a right to learn and every child has a responsibility to allow learning to happen’.

Behaviour is managed in stages and recorded on CPOMs

Behaviour stages:

At Highwood, we follow a behaviour ladder where children are escalated after a specific behavioural incident or a series of related or unrelated behaviours. Every child begins with behavioural incidents managed at stage 1. Persistent or more serious behaviours are escalated up the behaviour ladder. Where children show reflection and an improvement to their behaviour, children are then de-escalated through the behaviour stages. Children can be escalated and de-escalated in increments which are more than one stage.

Behaviour Stage	Types of behaviour	School process for managing incidents
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Stage 1	Unsocial behaviours	Incidents dealt with by the class teacher
Stage 2	Persistent unsocial behaviours Three or more incidents of anti-social behaviours in a half term	Incidents dealt with by the class teacher and class teacher informing the parents. If a child moves up to stage 2, a letter will be written to parents informing them of this escalation. This will continue for subsequent stage changes, whether positive or negative.
Stage 3	Persistent unsocial/anti-social behaviours beginning to cause disruption the learning/causing harm to others	Incidents dealt with by AHT and meetings held to discuss behaviour and support with parents.
Stage 4	Persistent unsocial/antisocial behaviours in the classroom or at social times	AHT and DHT implements Report Card – DHT to monitor and review. DHT and class teacher meets with parents Planned 20:20:20 lunch time structure if necessary.
Stage 5	Targets on Report Card not met Persistent antisocial behaviour/dangerous behaviour	DHT meets parents to discuss Individual Behaviour Plan. Any incidents of bullying automatically start at stage 5.
Stage 6	Dangerous behaviour Individual behaviour plan is ineffective	Internal exclusions implemented. SLT to have PSP discussion with parents.
Stage 7	Dangerous behaviour persists despite internal exclusions	External exclusion – External behaviour support requested from Foundry college. Part- timetable considered
Stage 8	Fixed term exclusion unsuccessful and all strategies exhausted	Permanent exclusion Foundry College discussion about a potential for a Managed Move.



	Dangerous behaviour continues to persist with no improvement	
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Pastoral Support Programmes and Exclusions

In some circumstances the Headteacher and SLT may deem a situation so serious that a child may be placed on a Pastoral Support programme (PSP) or excluded. Each case is judged on an individual basis with all circumstances considered. The school seeks support and advice from external agencies such as the Educational Psychologist and Foundry College (Behaviour Support Team) as part of the PSP and ongoing support for children demonstrating persistent disruptive behaviour.

Behaviour Logs - CPOMS

Highwood uses an online logging system for all behaviour, child protection and pastoral care concerns. Each member of staff has a secure log in and is expected to update any incidents relating to behaviour and safety. Headteacher, Deputy Headteachers and Assistant Headteachers are notified via automatic email when any incident is logged. These are reviewed regularly in the school’s Vulnerable Children Meetings and used when deciding which Stage of Behaviour individual children will be allocated to.

Evaluation

Behaviour and attitude to learning is evaluated yearly in the SEF and is also part of every lesson observation.

This policy should be read in conjunction with:

- Personal, Social and Health Education and Sex and Relationships Education; child protection issues will be addressed through the curriculum as appropriate.
- Anti- bullying; the school will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, or bullying that is homophobic in nature, or where there appear to be links to domestic abuse in the family home.
- Safe recruitment and code of conduct for staff.
- Racist incidents
- Confidentiality
- Health & Safety
- Positive Handling
- Safeguarding and child protection
- Allegations against members of staff

