

Highwoods Community Primary School

Behaviour Policy



Reviewed: September 2025

(To be approved at Autumn Trustee meeting)

Next Review: September 2026

BEHAVIOUR POLICY

Our high expectations of behaviour are intended to ensure that we create a culture of respect and mutual regard, embodied in our values. Our school will be a safe place to learn and thrive for all pupils.

All members of the school community have an important responsibility to model and promote high standards of behaviour, both in their dealings with the pupils and with each other and conduct themselves professionally at all times.

How we teach behaviour at Highwoods:

The Behaviour Curriculum in our school is reflected in our Highwoods High Five:

Our "Highwoods' High Five":

- ❖ Be responsible
- ❖ Be respectful
- ❖ Be positive
- ❖ Be kind
- ❖ Be honest

The "Highwoods' High Five" were established by the pupils through School Council and agreed by staff and are displayed throughout the school. We recognise that behaviour needs to be explicitly taught and this is done by:

- Being taught through the school curriculum and daily school life
- The school values of independence, resilience, accessible and aspirational support intrinsic motivation for learning
- Having clear structures and routines embedded in consistency
- Ensuring high expectations for all which reflect the pro-social behaviour in this document
- Providing reasonable adjustment for those children that need it
- High- quality training for all staff
- Ensuring a collective responsibility for developing behaviour and attitudes of pupils
- Effective communication with parents and detailed record keeping

Our Highwoods Behaviour Curriculum aims to directly and explicitly teach and promote pro- social behaviours with our pupils (see attached document).

Therapeutic

At Highwoods we follow the Therapeutic Thinking approach to teaching behaviour. This underpins our behaviour curriculum and how we support pupils in making the correct choices. Core to this approach is recognition that anti-social or dangerous behaviours exhibited by pupils are rooted in anti- social/ negative feelings and experiences. Therefore, it is our objective to actively promote pro- social behaviours, understanding that we have a responsibility to create pro- social experiences for our pupils, particularly those who are vulnerable or disadvantaged.

The school recognises that intrinsic motivation for pupils is a key motivator in developing positive attitudes to learning and behaviour. This is aligned to staff identifying, recognising and validating pro-social behaviours in children, which will in time, develop an intrinsic motivation to make better choices.

As a staff, we have comprised a list of the pro- social behaviour that we wish to teach and promote and the anti- social behaviour that we would want to change. This is not an exhaustive list.

Pro- social behaviours	Anti- social/ difficult/ dangerous behaviours
Share school resources/ equipment Be empathetic- recognising when others might feel sad, lonely or are upset Be inclusive- encouraging others to be involved (group tasks or on the playground) Be respectful of property and the environment	Shouting Lack of respect for people Lack of respect for property/ environment Excluding others Throwing equipment Reacting aggressively

<p>Be respectful of people, including themselves</p> <p>Listen to others</p> <p>Take responsibility for behaviours</p> <p>Good manners- please, thank you, holding door open</p> <p>Social manners- waiting in turn, sharing items,</p> <p>Moving around the school safely</p> <p>Follow instructions/ rules</p> <p>Be supportive of others- positive in communicating with others</p> <p>Take pride- in themselves, in their work</p> <p>Show self- motivation</p> <p>Be accepting of mistakes</p> <p>Be able to regulate emotions and have strategies to respond positively to difficult situations</p> <p>Be honest about events and actions</p> <p>Have a positive attitude towards school life and what it has to offer</p> <p>Be able to make amends if mistakes are made.</p> <p>Ask for help if anti- social behaviour is affecting them or others.</p> <p>Use social media and digital devices with respect, honesty and responsibility.</p>	<p>Name calling- including racist, sexist and homophobic language</p> <p>Invading personal space</p> <p>Disruption and distraction- tapping, noises, calling out, trying to get attention of peers when they are focussed on their work</p> <p>Physically hurting others</p> <p>Spitting</p> <p>Passing notes</p> <p>Shaming others- mocking the responses of others</p> <p>Giving up on a task</p> <p>Refusing to do homework</p> <p>Not able to work in a group- taking over, not engaging, not compromising</p> <p>Not able to take responsibility when challenged over anti- social behaviours- shrugging, grunting, ignoring adult</p> <p>Inappropriate sexualised behaviours, including language and physical touching</p> <p>Swearing</p> <p>Leaving the classroom without permission</p> <p>Refusing to engage in learning</p> <p>Retaliation</p> <p>Non- compliance of school rules- defiance</p> <p>Not listening to others</p> <p>Inappropriate use of social media, online gaming, digital devices or online content to cause harassment, distress or harm to others, including staff.</p>
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Highwoods script to challenge anti-social behaviours.

Behaviour must be pre-empted when possible. This is where you consider whether reasonable adjustments need to be made or whether you just make your expectations clear from the off- set.

Can your instructions be given with your expectations made explicit? Be concise.

"When you've completed your sentence, I would like you to close your book and eyes on me." "I would like you to open your book and write the date in silence."

Positive praise for those 'doing the right thing'- be clear about what they are doing so that it reinforces the pro-social behaviour.

"Great, X. I can see you have ..."

When addressing a behaviour, use positive language for a first verbal reminder. Again, be clear about what you are looking for.

"I need you to..." "Show me that you can..."

Next step is establishing communication to try to see if there is an issue.

"I can see that you are... How can I help?"

Consequence issued.

"I have asked you to And you have chosen not to so I would like you to ..."

Child on Child Abuse

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

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- bullying- this includes cyber bullying
- teenage relationship abuse

We expect all staff to be familiar with guidance in the 'Keeping Children Safe in Education' document. Child on Child abuse will never be accepted or dismissed as 'children being children' and will be challenged (see *Safeguarding policy, Child Protection Policy and Child on Child Abuse policy*).

We recognise that physical contact is sometimes necessary and appropriate during the normal course of school life, particularly in the context of play, sport, and certain classroom activities.

There is an implied consent that some level of physical touch may occur between pupils, or between staff and pupils, as a natural and acceptable part of:

- Team games and physical education (e.g. tagging, tackling, or helping pupils with technique or safety)
- Playground games (e.g. holding hands, chasing games, or helping others up)
- Performing arts and drama activities
- First aid and other care-related tasks
- Offering comfort when a child is distressed (in line with safeguarding and school policy)

All physical contact should be age-appropriate, respectful, and proportionate to the activity. Staff are trained to ensure that any contact is non-intrusive and always in the best interest of the child's safety and well-being.

There may be instances where reasonable adaption in respect to physical touch is made as part of a pupil's One Plan.

We also teach pupils about personal boundaries, appropriate touch, and consent as part of our PSHE and safeguarding curriculum.

Managing Low-Level Disruption

Low-level disruption can significantly affect the learning environment and the wellbeing of pupils and staff. Low-level disruption is not tolerated and will be addressed consistently by all staff in line with our behaviour expectations.

What is Low-Level Disruption?

Low-level disruption includes behaviours that may seem minor in isolation but can have a cumulative negative impact on teaching and learning. Examples include:

- Calling out or talking over the teacher
- Whispering or chatting during lessons causing distraction to others or the teaching
- Fidgeting excessively or making distracting noises
- Not following explicit instructions
- Interrupting the learning of others
- Swinging on chairs or being out of seat without permission
- Time-wasting or off-task behaviour

When low-level disruption occurs, staff follow a consistent, stepped approach:

1. **Non-verbal cues** (e.g. eye contact, proximity)
2. **Reminder** of expected behaviour and consequence
3. **Sanction or time out** if behaviour continues (e.g. loss of break time, removal from lesson)
4. **Recording incidents** (CPOMs) and informing parents/carers

While the school will aim to provide work for a pupil if they have been sent to a partner class, this may not be possible if the children are in a practical lesson such as PE or music.

All interventions aim to support the pupil in making positive behaviour choices and reflect on their impact on others.

Persistent Low-Level Disruption

Where low-level disruption becomes persistent, it will be treated as a more serious concern. The class teacher will:

- Log incidents and content of meetings on CPOMs
- Inform and involve the SENCo or SLT as appropriate
- Work with parents/carers to identify any underlying needs
- Develop a behaviour support plan if necessary

The school's response might adapt if there have been clear patterns of behaviour linked to particular lessons or times of the day. This may include pupils being removed from a particular lesson and completing work provided in a partner class or work station in the school.

Our goal is always to support pupils in improving their behaviour and engaging positively in their learning.

De-escalation techniques

We understand that for the vast majority of our pupils acknowledging pro-social behaviours is sufficient to promote and actively encourage positive behaviours. However, when a pupil is exhibiting anti-social or difficult behaviours where they are dysregulated, all staff must have strategies to support that pupil, recognising that the behaviour may be reflective of their feelings.

Staff should focus on de-escalation and preventative strategies, rather than a reactive approach.

Strategies will always involve positive language- which does not focus on the anti-social behaviour being demonstrated- and may involve limited choice or diversion/ distraction techniques.

Staff understand that non-threatening body language is important to manage de-escalating a situation. They may need to keep a distance from the child, go down to the child's level or stand side on with 'relaxed hands' by their sides. Staff recognise that our behaviour approach is inclusive and strategies implemented may involve making reasonable adjustments for our pupils: this does not mean that the pupil is being 'rewarded' for their behaviour. A reasonable adjustment does not mean having low expectations but rather we are helping the child by aspiring to create pro-social feelings which will support them in developing pro-social behaviours.

All staff are familiar with the de-escalation script for children who are dysregulated:

Pupil's name

I can see something has happened

I can help you

How can I help?

Would you like to discuss it (named place) or (named place)?

Where children might require adapted language, consideration is given to the needs of the child and how the instruction is conveyed. It might be appropriate to use less words to support the child in processing e.g. kinds hands, manners, hands down. It might also be appropriate to support this with visual prompts.

Guiding/ escorting

Therapeutic Thinking does not include restraint training but instead focusses on safe physical intervention to 'guide' a pupil away from a difficult or dangerous situation. All staff must follow the guidance on 'safe touch' (see attachment).

Consequences

Part of the behaviour approach is to ensure that the pupil has the opportunity to 'reflect, repair and restore' with an adult. This must happen after the pupil has had sufficient time to emotionally recover. There is no stipulated time frame as this is dependent on the pupil's recovery time. Alternative approaches to this process may be suitable for different pupils:

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

Social stories may be a way to explore this with pupils who find this process challenging or younger pupils.

Consequences for anti- social behaviours may be 'protective' (designed to protect from harm) or 'educational' (designed to teach pro- social behaviour).

Examples:

Protective- No coach trips until the pupil can keep the seatbelt on

Educational- Practicing using the seatbelt and understanding why it is important

It is evidenced that external discipline enforced by staff through rules, suppression or bribery will only result in short-term change. Our objective is to create internal discipline, through working with pupils' feelings, with an aim to create long- term change.

However, it may be appropriate to make provision to ensure the safety or well- being of other pupils or to provide opportunities for a pupil to 'reflect' before the 'restore' process. This may involve:

- Use of a 'partner classroom' to allow thinking time and to de-escalate a situation- this is usually pre-arranged with the class teacher of the partner class and is a short- term strategy
- Stipulating designated areas to play outside to support positive playtimes e.g to play only on basketball courts
- Avoiding activities that encourage the negative behaviour e.g. football
- Being asked to take 'time out' during break or lunchtimes by midday staff at lunch time e.g sit and reflect on a bench
- Adapted seating plan for carpet areas and table seating.
- Detention, including missed playtimes or lunchtime

More specific support may be needed for some individual pupils and a 'Child Support Plan' will be drawn up, detailing strategies, reasonable adjustments and methods of monitoring. Advice may be sought from other agencies as appropriate and the plan will be shared or written in conjunction with staff working with the pupil, parents and the pupil themselves. Part of this support may involve a part- time timetable and reduction of hours. The school will always give due regard to current statutory guidance. Within this plan, behaviours will be listed as either 'difficult' or 'dangerous'. As such, strategies can be listed to protect and educate the child. In addition to this, consequences for breaches can be detailed.

Suspension

Fixed term/ temporary suspension

This is where the pupil will be suspended from school and must remain at home for a fixed period of time. Whilst acknowledging the serious breach of policy in setting the duration of the exclusion, due consideration must be given to the impact on the child's education.

In the case of a pupil breaching the school behaviour policy seriously or persistently and where allowing him/her to remain in school would seriously harm the welfare of the pupil or others in school, it will be at the discretion of the Headteacher or Deputy Headteachers to authorise an exclusion. The Headteacher, Deputy or a member of the Senior Leadership Team will then engage the suspension procedure immediately, following statutory guidance.

Suspension Procedure

In the event that an exclusion has been deemed appropriate, the following will occur:

- The pupil will be removed from the classroom or outside area. They will be supervised during this time and all due consideration will be given to safeguarding- in the interests of the pupil themselves, other pupils and members of staff.
- The Headteacher, Deputy Headteacher or member of the Senior Leadership Team will decide on an appropriate time period for the suspension. All suspensions are formally recorded and the Local Authority informed. The staff will seek to hear the views of all children and adults involved in the incident before making a decision on any suspension. This includes the child/children who might have breached the policy.
- A phone call will be made to contact parents/ carers of the pupil requesting that the pupil be collected from school. In the event that they cannot be contacted, then the pupil will be internally isolated and the external suspension time period will be carried forward to the next day.
- On arrival to collect the pupil, the parent/ carer will receive a formal letter detailing the exclusion and meet with the Headteacher, Deputy Headteachers or member of the Senior Leadership Team. Parents/ carers will be informed of their right to make representations about the suspension to the governing body. Letters are taken from the Essex Schools info link and reflect latest guidance and legislation.
- Work will be supplied by the class teacher to complete at home.
- If appropriate, a reintegration meeting for the pupil will take place with the Headteacher or Deputy Headteachers.

Permanent exclusion

This is where the child is permanently excluded from school and not allowed to return. This is a serious decision and the Headteacher will consult with the chair of the governing board as soon as possible.

Highwoods Primary School will consider other legal and statutory guidance when considering exclusions from school. They include:

Statutory Exclusion Guidance:

<https://www.gov.uk/government/publications/school-exclusion>

Keeping Children Safe in Education:

[Keeping children safe in education 2024: part one \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Keeping_children_safe_in_education_2024_part_one.pdf)

Sexual Violence and Sexual Harassment between children in schools:

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Mental Health and Behaviour in Schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools.pdf

Equality Act Advice:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Absconding from School

The school will consider any act of leaving school site without permission as a serious breach of its behaviour policy. If a pupil runs away from the school premises, parents and police will be informed immediately. It is not appropriate for staff to attempt to chase or retrieve a pupil once they have left school grounds. The school will consider whether a risk assessment is needed in order to mitigate the chances of this happening for individual pupils.

Recording of Incidents

Incidents of anti- social behaviour are recorded directly on our CPOMS system by teaching staff. Support staff complete paper copies of a Behaviour Log. Once these are completed following an incident, they are scanned as an attachment onto CPOMS. These forms must be signed and dated by the member of staff reporting the incident. Recording of incidents must be factual and not emotive. There should be no use of ambiguous language that could be subjective. Witness statements can be taken and recorded on CPOMS as supporting information. Where behaviour is deemed to be prejudicial, including racial, cultural, homophobic or gender related, the school keeps separate records for such incidents which are reported to Governors every term at meetings- these are also loaded onto CPOMS.

Minor incidents occurring at lunch times are logged by Midday assistants in their own books. Incidents that require a pupil to have the opportunity to 'reflect, repair, restore' are passed on to a Senior Midday Assistant who will then respond.

Parental Responsibility

We recognise the importance of parents working in partnership with the school. There is an expectation that parents engage with the school's behaviour policy and support our behaviour expectations.

The school is responsible for communicating with pupils/ carers, parents and staff regarding expectations of standards of conduct. We expect parents to support the school when we challenge anti- social behaviour, respecting the views of staff as professionals and responding positively to advice given. We also expect parents to role model the same behaviours expected of our pupils when on school premises.

At times when a child is displaying behaviours that are difficult, or even dangerous, the school response will need to consider the safety and well-being of the child, other pupils and the staff in school. Reasonable adaptations to provision and school life might be needed and the school expects parents and carers to work with the school and listen to advice from school professionals, as well as professionals from external agencies.

Our home/school agreement clearly sets out expectations of behaviour, attendance and punctuality:

- To show an active interest in all that my child does at school.
- Speak with the class teacher if I have any concerns.
- Support the school with homework and learning
- Make sure that my child attends school regularly, on time and inform the school if my child is absent.
- I will attend meetings to discuss my child's progress.
- I will support the school if my child does not follow the school policy on behaviour.
- I will treat the staff with the courtesy and dignity that they deserve as qualified professionals in education.
- I will follow the correct procedures of the school if any issues arise and I accept that social media is not the platform to voice concerns or disagreements about the school.

This policy runs in conjunction with other key school policies and documents:

- Child protection policy
- Safeguarding policy
- Child on child abuse policy
- Anti-bullying policy
- Staff code of conduct
- Online safety policy
- Home/ School agreement

Safe Touch

When physically intervening with a pupil, consideration must be given to best practice:

Could the intervention have a negative impact on a person's ability to breathe?

Could the intervention technique potentially result in pain?

Could the intervention potentially result in the pupil feeling violated?

Any technique which prohibits breathing is dangerous and will not be applied:



Staff should not attempt to pull or drag a pupil by the hand or wrist, pulling on an extended arm.



Supportive Hugs

At Highwoods, we recognise that 'supportive' hugs can be a way to comfort and support our pupils or acknowledge achievements.

In this instance, the adult must adopt 'closed mittens' when containing the child's upper arm and can then draw the pupil in closer to their side.

Staff may need to adopt a side- on stance if a child approaches them to ensure that they are not front- facing the pupil for a hug.



Alternatively, a pupil may respond to being offered an arm. The adult may draw the arm in for extra security and place their hand on the pupil's hand.



Lap Sitting

We recognise that it may be appropriate for our youngest pupils to be comforted by sitting on the lap of an adult. This should not be done routinely but when the child is presenting as distressed or upset. The pupil will sit side-on to the adult, across their lap and never facing towards the adult or straddling the adult.



In line with our behaviour policy, it may be necessary to 'guide' or 'escort' a pupil. This may be done as part of the de-escalation process, whereby it is in the pupil's best interest that an adult intervenes to remove them from a situation.

It may be more appropriate to adopt the 'open mitten' technique to guide or escort a pupil. This technique can be adopted by one adult or two. In order to guide a pupil, staff must be positioned behind the pupil with extended arms and the open mitten hand placed on the arm, above the elbow.



Open mitten escort (to support, guide and escort)



ESSEY

Open mitten escort (to support, guide and escort)



ESSEY

Escorting a pupil will involve the adult driving their hip into the body of the pupil and moving assertively. When escorting a pupil, staff must recognise that the desired outcome is the safety of pupils and not the destination. It may be necessary to adopt the de-escalation script from the behaviour policy in conjunction with escorting or guiding a pupil.

Any staff member that is not confident in the techniques used to guide or escort a pupil should not use them.