HIGHFIELDS SCHOOL

BEHAVIOUR FOR LEARNING POLICY

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Introduction & Ethos

Every Child Matters / Every Child Achieves

At Highfields we strongly believe that every student is important and that every student can be successful. For everyone to achieve and be successful the highest standards of behaviour are expected. For students to' be the best they can be' behaviour must be exemplary across all elements of school life.

Students' experiences of school should be enjoyable and challenging as well as being rewarding and fulfilling. All students at Highfields should be able to enjoy a secure learning environment in which they feel safe, secure, confident and able to learn. We should never accept or provide second best.

Students have the right to learn without distraction and the responsibility to support the learning of others

We expect students to take responsibility for their own learning, to be engaged in the learning experience and to take advantage of opportunities to extend their learning beyond the classroom.

We also expect students to develop effective behaviours for learning; to be determined, to be able to plan and be organised, to work beyond the classroom, to be able to work in a collaborative manner, to listen to others, to articulate their views in a considered and reasoned manner, to be willing to take risks, to be willing to fail but to persevere, to problem solve, to be thoughtful and be able to think deeply, to be reflective and to evaluate effectively.

We want all students to leave Highfields as confident, independent, resilient learners with the skills required for the next stage of their learning journey and ultimately to be successful in their working lives.

Students have the right to grow and flourish as individuals and the responsibility to allow others to do the same

During their years at Highfields, we expect students to develop character, and the values and behaviours that they will take with them into adult life. We want them to be the best people that they can be.

We expect our students, as we should as a school, to always do the right things for the right reasons. We want them to act with honesty and integrity, to be proud of themselves and their school but to have the humility to think more about others than themselves.

Students have the right to be respected and the responsibility to treat others the same

We expect that students behave in a considerate, co-operative and courteous manner at all times.

A fundamental element of life at Highfields is for students to be able to fulfil a role as active citizens in such a diverse school and wider community. To do this, it is essential that students are able develop a core range of knowledge and behaviours; to try to understand others; to develop empathy for others; to accept others; to listen to and respect the beliefs of others; to be able to challenge the views of others in a respectful and considerate manner.

We expect that students value and respect themselves but that they also respect others - students, staff, visitors and school property and facilities. We expect that students treat each other with kindness, that they care about others, that they help others, that they are willing to forgive and to work together.

Students have the right to be safe and the responsibility to keep others safe in school

For every individual to be happy in school, to enjoy positive emotional health and wellbeing and to develop as a person, behaviour must be outstanding at all times.

As an inclusive school, we recognise that positive behaviours can be learnt and developed over time and as such have a commitment to provide support to those students whose behaviour is a significant barrier to their achievement as long as this is not at the expense of the learning, happiness or safety of other students.

Positive behaviour that promotes kindness, courtesy, care, co-operation and consideration is expected from all members of the school community.

The partnership between staff and parents/carers can often be the most important factor in influencing a child's behaviour. All staff should expect to be treated with the utmost respect at all times. Parents and carers can expect the same from us.

As staff, we model the behaviours that we expect to see in our students. Our values are reflected in the ethos and atmosphere of the school community and the actions and attitudes of all our members.

Recognition

In the spirit of acknowledging and celebrating the positive contributions of our students, the recognition section of our school's behaviour policy holds significant importance. We believe in fostering a community where commendable behaviour and achievements are not only noticed but also celebrated. This section serves as evidence of our commitment to recognising the efforts, kindness, and accomplishments of our students. By highlighting and appreciating positive conduct, we aim to promote a school culture that inspires every individual to strive for excellence, integrity, and compassion.

Praising students and reinforcing when they have been successful is perhaps the most powerful behaviour management strategy of all. The motivating impact of recognition should never be underestimated.

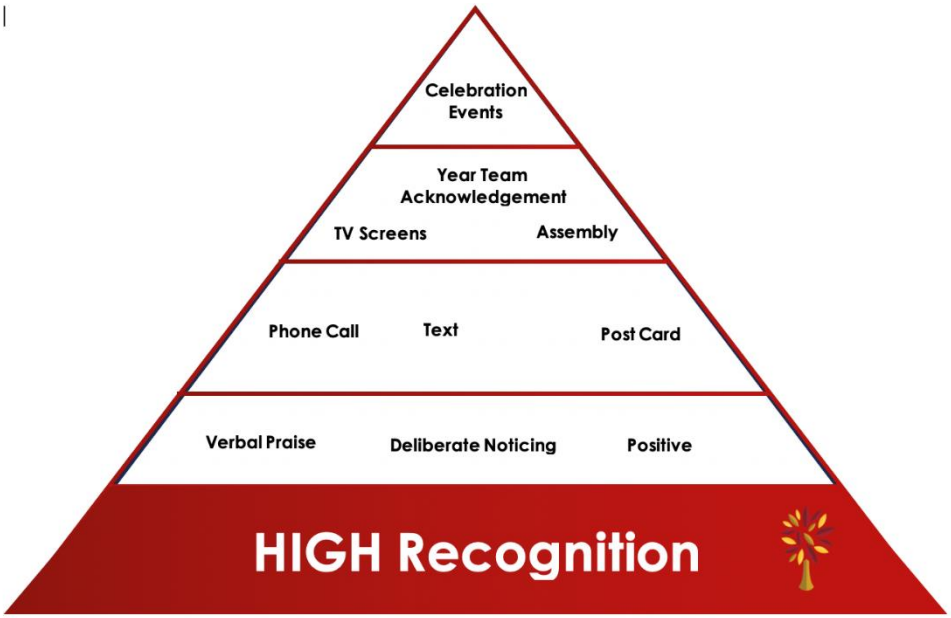
Our recognition system underpins our commitment to excellence. Focussed on HIGH standards and expectations, the system promotes a culture of HIGH aspiration and ambition among our students. It emphasises not only academic achievements, it motivates students to have a HIGH work ethic whilst encouraging a HIGH level of active engagement. This holistic approach aims to develop well-rounded individuals prepared for the challenges of both academic and real-world success. We have:

HIGH Standards & Expectations

HIGH Aspiration & Ambition

HIGH Work Ethic & Engagement

We are HIGHFIELDS



Our model for recognition centres on acknowledging students through positive phone calls and emails messages. The responsibility for recognising positive behaviours is shared by everyone. We will showcase success on our website and on the school wide TV-screens where we will feature students modelling excellent and aspirational behaviour. Year Teams will celebrate achievements and reward all-green progress reviews. Our awards evenings and celebration events throughout the academic year will provide a platform for parents to join in the celebrations.

Verbal praise: The power of verbal praise and positive noticing forms an integral component of student recognition. Teachers actively engage in acknowledging and appreciating students' efforts and achievements through verbal praise in the classroom and beyond. By fostering an environment where positive actions are recognised in real-time, students feel valued and motivated to excel. This approach creates a culture of encouragement, whereby success is celebrated within the school community.

Recognition emails and **phone calls** - Highfields employs a personalised approach to student recognition through positive phone calls and emails home. Teachers take the time to send personalised messages acknowledging individual achievements. Phone calls to parents/carers help to establish strong partnerships and encourages positive relationships whilst reinforcing good learning behaviours. Positive reinforcement and recognition actively improves student performance, promotes personal growth and improves confidence and well-being.

Assemblies: Assemblies at Highfields School serve as powerful platforms for recognition, celebrating the achievements and efforts of students. Whether it is academic accomplishments, notable contributions to the community, or demonstrating good character, assemblies provide a collective space to acknowledge and applaud individual and group successes. Assemblies help to foster a sense of pride and motivation, inspiring students to strive for excellence.

Motivational trips and visits: Our school's behaviour policy extends to motivational trips and visits, aiming to foster a positive and respectful environment beyond the classroom. During such visits, students are expected to uphold the same standards of behaviour that apply when in school. Respect for fellow students, staff, and the community we engage with, during these trips, is paramount. We view these outings as valuable opportunities for personal and academic growth, emphasising the importance of active participation and a willingness to learn from new experiences.

HIGHFIELDS

Positive strategies to influence behaviour

Highfields has a strong restorative culture that is adopted by all staff. Restorative Practice is a term used to describe a way of being, an underpinning ethos, which enables us to build and maintain healthy relationships. It provides a strong framework within which we can promote a whole school culture and ethos founded on the importance of relationships.

The adults in the classroom are the most important individuals in determining the atmosphere. Staff having a positive attitude, consistent expectations and routines promotes a successful learning environment. Fundamentally, good teaching engages students in their learning and promotes good behaviour.

The following strategies are useful techniques to create a positive, inclusive, restorative classroom.

Prior to the lesson

Strategies	Positive Effects
Ensure that you have created class T&L sheets and you are aware of all student needs.	Students needs can be supported and challenged effectively.
Liaise and collaborate with the TA to gain further knowledge and identify strategies regarding students with SEND/additional needs.	Gain a thorough understanding of students needs and how to support these.
Plan for adaptive teaching. Ensure all students are challenged and supported.	All students can access your lesson and be successful.
Ensure that you use class T&L sheets to create an effective seating plan	Students can be supported via seating plan.
Ensure the curriculum is appropriately planned/sequenced.	All students access a broad and balanced curriculum that allows them to be successful.
Ensure you have all of the resources you need for the lesson.	Ensures an uninterrupted flow to the lessons and prevents the need to leave students unsupervised.
Ensure you have a task ready for when students arrive to lesson.	Students are focused and engaged from the start of the lesson.
Plan independent study tasks carefully.	Ensure that knowledge is consolidated, and key vocabulary and concepts are mastered.

During the lesson

Strategies	Positive Effects
Meet and greet at the door with a smile. Use students' names.	Shows you care, positive prompt start to the lesson, manages the corridors.
Ensure there are clear routines and expectations which are understood and consistently followed.	Students know and understand expectations and can meet these in lesson.
Ensure the lesson starts promptly	Ensures pace and a positive start to the lesson.
Provide explicit instructions so students know exactly what is expected of them.	Ensures students are engaged and focus in lesson.
Ensure students are sat in a seating plan. Be willing to be flexible if needed.	Gives students structure and facilitates managed collaboration.
Amend your seating plan if necessary in light of AfL or new student information.	Allows you to adapt your practice as you develop a greater understanding of your students' needs.
Talk to students and get to know them as individuals.	Helps to build relationships and shows students that you are interested, and you care.

Strategies	Positive Effects
Positive noticing - catch students being good.	Helps to build relationships and promotes positive behaviour around school.
Praise in public and reprimand in private.	Helps to build relationships, promotes good behaviour and facilitates a restorative approach.
Use non-verbal communication e.g. eye contact and body language.	Reduces escalation in behaviour or a situation.
Positively re-direct behaviour and move on.	Accepts what the child says but re-directs them to the task.
Have high expectations for ALL students.	Students know what is expected of them.
Consider your positioning within the classroom. Move around the room.	Establishes your presence and allows you to identify students who may require support or challenge.
Model behaviour- use the language/ manners / body language you would expect.	Helps to reaffirm classroom expectations and establish a positive learning environment.
Give students thinking time / allow students quiet or silent time. Consider cognitive load.	Students are more likely to provide better quality responses and demonstrate learning.
Use thank you instead of please when making a request.	Expect conformity and compliance.
Contextualise learning for students. Link to previous and future learning.	Helps students to understand why they are learning a particular piece of knowledge or skill, how their learning forms part of a bigger picture and gives purpose to the lesson.
Regularly check understanding using a range of AfL strategies.	Allows you to assess student progress and engagement throughout the lesson.
Ensure the lesson ends with an opportunity to review learning from that lesson.	Students are able to identify what they have learned and feel positive about their progress.
Explicitly discuss independent study tasks with students.	Ensures students understand what they are expected to do prior to the next lesson.
Dismiss class in an orderly manner.	Shows teacher ownership of the classroom, leaves the room tidy and organised, does next colleague a favour, manages corridors.

After the lesson

Strategies	Positive Effects
Always follow up any issues using a restorative approach, involving HoD, HoLS or Year Team / Safeguarding if needed.	This ensures that any breaks in relationships can be repaired.
Record positive and negative behaviours on Bromcom.	Informs parents and Inclusion Team of positive and negative behaviours.

Monitoring of student behaviour
We use the Bromcom system to provide a log of student behaviours. This covers attendance and punctuality as well as any incidents the student may have been involved in and any contact that has been made with home. This data is monitored by the Year and Inclusion Teams.

Sanctions
There are 3 main purposes of using sanctions in school:

- To show the perpetrator that their behaviour is unacceptable
- To deter the student from repeating that behaviour
- To show other students that the behaviour is unacceptable and will not be tolerated

Sanctions should be used to encourage more positive behaviour and to prevent any inappropriate behaviour being repeated. For this to happen sanctions need to be seen to be consistent, fair and relevant and the reason for any sanction should be clearly explained to the student. The sanction should be carried out as soon as soon as possible and, where appropriate, parents informed.

Isolation
We operate an isolation system for students that disrupt the learning of others. A student may disrupt the learning of others by:

Refusing to follow instructions
Questioning instructions
Inappropriate behaviour towards others
Inappropriate language
Inappropriate use of technology

Staff will use the following 'three strikes' procedure to make clear to a student that their behaviour is disrupting the learning of others and needs improving.

1	Student name is written on the board
2	Student name is underlined
3	Student is removed from the lesson

If a student is isolated from lesson before break or lunchtime, they will remain in isolation until the beginning of their next timetabled lesson. A follow-up learning school detention will be issued and may provide an opportunity for a restorative conversation with their teacher before returning to future lessons.

Parking system
A student may be supervised in a Sixth Form lesson by a member of the Senior or Middle Leadership Team.

Responding to unacceptable behaviour
- Teachers may use the use the Isolation system.
- Staff can request immediate support by clicking 'Send Alert' on Bromcom.
- Sanctions will be applied with the main purpose to change unacceptable behaviour and get the student back on track.

- Teachers should consult their Head of Department about a particular student or group causing concern. **The Department is the first line of support with students who create difficulties in class.** The Head of Department will offer guidance about when to refer to others.
- Staff may also consult with the Year Team, SENCO, the Inclusion Team or with any other key worker involved with the child.
- In the event of a serious breach of discipline when a student directly refuses to follow an instruction; this should be brought to the attention of the Head of Department/Head of Learning School/Head of School/Year Manager **as soon as possible**.

Detentions - Whole class and whole of break time detentions should not be used

- **Staff detentions** - given by subject teachers, support staff and form tutors. Staff are reminded that they should give at least 24 hours' notice to both students and parents/carers of a detention lasting more than 10 minutes at the end of school. This is usually done through an online system which sends an email alert to parents. The detention should last no longer than one hour. Normally when an individual detention is missed by a student it is then escalated to a department detention.
- **Department detentions** - If a department detention has been missed, Heads of Departments should make all reasonable efforts to ensure that the student attends a re-arranged detention. If this is not successful, please consult with the Head of Learning School or the Year Team who will support you with this.
- **Head of School detention**. This is generally imposed if a student has missed a department detention that the Year Team have helped rearrange.
- **Year Team detentions**. This may be for issues of uniform, lateness or for any matter related to the students' involvement in that Year Team.
- **Lunchtime isolation detentions** for inappropriate behaviour at break or lunchtime and in response to lunchtime staff requests. Liaise with the Year Team if you think this is appropriate.
- **Learning School isolation detentions**. These are given to each student who has been isolated from a lesson.

Students should **not** be sent out of rooms and left unsupervised by the member of staff responsible for the class for more than a minute or so. Sending out may only be used as a cooling off period for a minute or two.

Students should not be sent to the Year Office or anywhere else **without prior arrangement.**

Report cards / Contracts

- Department reports for concerns in specific subjects
- Report (Form Tutor, Year Manager, Head of School) with specific targets
- LINC report, with focussed targets
- Reports to other members of the Inclusion Team
- Attendance report and/or punctuality report (i.e. signature for each lesson)
- Mentoring Report
- Contracts may be Learning School, Department or Year based.
- There may be circumstances in which a parenting contract is helpful.

Internal exclusions

Internal exclusions are particularly used in cases that are judged to be:

- Spur of the moment
- Out of character/not part of a pattern of behaviour
- With mitigating circumstances
- Admitted and regretted

Behaviour Management Training

We are committed to enhancing staff expertise in managing behaviour and to provide appropriate training for all staff in order to promote positive and consistent standards of behaviour throughout the school.

Although we will, on occasion, use external providers, some of the most effective training will come through the sharing of good practice at individual, departmental, year and whole school level. Staff who are experiencing particular issues with managing behaviour can receive further support and coaching from the Lead Practitioner team.

Student Support Model
We are committed to improving outcomes for all students and promoting equality of opportunity and as such those students whose behaviour is a barrier to learning can expect a wide range of support and guidance. Highfields has a Student Support Model (see Appendix 1) that outlines all of the support and provisions that are available to students with Additional Needs. The support within this model is graduated and is determined by the wishes and feelings of individuals once they have completed voices work with a member of the Inclusion Team (Appendix 2) or Safeguarding Team. All support is reviewed and evaluated regularly to ensure that students' needs are being met.

Additional Needs Register
In order to ensure that all staff are aware of student's additional needs Highfields School operates an 'Additional Needs Register.' The identification and assessment of additional needs will be provided by various professionals such as Educational Psychologists, Psychiatrists, General Practitioners, Nurses, Counsellors, SENCO and Manager of Emotional Health and Wellbeing.

Students' names are listed on this document however in order to respect student's privacy, their area of need is not shared with all staff as this is confidential information. Staff are however given strategies on how best to support students on an individual basis.

The Additional Needs Register is created, maintained and reviewed by the Safeguarding Team. Students can be added and or removed to the register at any time, however staff will be informed of these changes. The Safeguarding Team will formally review the Additional Needs Register on a termly basis during a weekly safeguarding meeting.

Working with Staff

All staff in school have a responsibility to ensure that students feel safe and supported in school. Staff have a duty to report any concerns that they have regarding students to the Safeguarding Team. The Safeguarding Team will share information regarding student's additional needs with all staff, as and where appropriate. The Additional Needs register will be shared with all staff and strategies will be provided to ensure that individual needs are being met in all areas of school. In order to respect the wishes of students and their confidentiality, the Safeguarding Team will not share all details regarding student's individual additional needs.

Most students with additional needs will be required to attend meetings, interventions and provisions to address their needs and to access support. The Safeguarding/ Inclusion Team will ensure that staff are given prior notice (where appropriate) of these appointments and will arrange for students to complete any vital work that is missed. The Safeguarding/ Inclusion Team will also coordinate appointments and where possible ensure that students are not always missing the same lessons.

Working with Students

The Safeguarding/Inclusion Team will work with students who have additional needs on a one to one basis to ensure that their thoughts and feelings are conveyed, listened to and acted upon. If students are willing to accept support, then the Safeguarding Team will assess student's needs and determine the most effective support mechanisms that are available at Highfields (see appendix one). Individual support will be evaluated regularly to ensure that it is both effective and beneficial.

Working with Parents/Carers

Working with parents/carers plays a key role in enabling students with additional needs to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a student's needs and the best ways of supporting them. We offer and encourage parents to contact us in a variety of ways and endeavour to be flexible in the timing of face-to-face meetings. If necessary, the Safeguarding Team will invite parents into school to discuss any concerns or extra support that may be needed. If necessary, the Safeguarding Team may suggest an Early Help Assessment to establish effective support and monitoring.

Student Behaviour Outside the Classroom

All Staff have a responsibility to deal with any unacceptable behaviour which they encounter outside the classroom, anywhere on the school site. Incidents which take place outside the classroom and need to be referred should be reported to the appropriate Year Team. If it is a serious incident and the Year Team are unavailable, staff may refer the matter immediately to any member of SLMT or the Inclusion Team.

Duty system*:* There are a series of duty points for internal duties around school, manned by both teaching and non-teaching staff, which reflects the fact that good behaviour around school is the responsibility of the whole school community.

Behaviour outside school

Students' behaviour outside school remains subject to the Behaviour for Learning Policy. This may be:

- On school business such as trips, fixtures or placements
- In the immediate vicinity of the school or on a journey to or from school
- If there is a clear link between the behaviour outside of school and maintaining good behaviour inside school
- If student behaviour is bringing the school into disrepute in the local community

Any concerns regarding student behaviour should be directed to the Heads of School who are also responsible for liaising with relevant external agencies.

For Searching & Confiscation see Screening, Searching & Confiscation Policy

Use of reasonable force to control or restrain students

It will only be in exceptional circumstances that staff should employ reasonable force to control or restrain students. Staff should always attempt to deal with the situation in other ways before using force or restraint. Staff should never put themselves in a situation where they take unnecessary risks. Staff should not, for example, deal with an older student or a physically large student, or more than one student if he or she believes they may be at risk of injury. In those circumstances, they should always send for help. All members of the Inclusion Team have received restraint training although the focus should always be on attempting to de-escalate the situation.

There are a wide variety of situations in which reasonable force may be appropriate, or necessary, to control or restrain a student. These fall into three broad categories, which are to prevent students from:

- committing a criminal offence
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or amongst any of its students, whether that behaviour occurs in a classroom, during a teaching session or elsewhere.
- where action is necessary in self-defence or where is an imminent risk of students injuring themselves or others/where there is a risk of or actual significant damage to property, including the student's own property.

Reasonable force

Staff who respond to students' misbehaviour may only use reasonable force. There is, however, no legal definition of 'reasonable force. It will, therefore, always depend on all the circumstances of the case. There are two relevant considerations:

- The degree of force employed must be in proportion to the circumstance of the incident and the seriousness of the behaviour, or the consequences it is intended to prevent. Any force should always be the minimum needed to achieve the desired results.
- Whether it is reasonable to use force and the degree of force that could be reasonably employed, might also depend on the age, understanding and gender of the student.

Physical intervention can take several forms:

- Physically getting between students
- Blocking a student's path
- Holding
- Pushing
- Pulling
- Leading a student by the hand or arm
- Shepherding a student away by placing a hand in the centre of the back
- Using more restrictive holds in extreme circumstances

Reporting and recording incidents

In the event of an incident in which reasonable force is used to control or restrain a student, a member of SLMT should be sent for at the earliest opportunity. It is important that you write a detailed report of any occasion when force is used. Staff may wish to take the advice of a "friend" or Professional Association representative. It may help prevent any misunderstanding or misrepresentation of the incident. All incidents will be recorded.

Written reports should include:

- The names of the students involved and where the incident took place.
- The names of any other staff or students who witness the incident.
- The reason why force was necessary.
- How the incident started and progressed, including the student's behaviour, what was said by each of the parties; the steps taken to diffuse or calm the situation; the degree of force used; how it was applied and for how long.
- The student's response and the outcome of the incident.
- Details of any injuries suffered by the student, any other student, a member of staff, or any damage to property.

On receiving information about the use of force or restraint, the Headteacher or member of the Senior Leadership Team should collect as much evidence as possible and inform the parents of the student as soon as practical. If another student has been injured, the Year Manager, Head of School, SLMT, or Headteacher, will inform the parents as soon as is practical. In normal circumstances the Senior Manager will inform the Headteacher, so that appropriate referral can be made to the Local Authority and the Chair of Local Governing Board. The Leadership Team have a responsibility to monitor the frequency and severity of incidents in which force is used and also to consider whether the behaviour of any particular students merits the need for an individual risk assessment.

Complaints Procedure

If a parent is unhappy with any aspect of this policy or its implementation, they should contact their child's Head of School. If they would like to make a more formal complaint, the procedure is available on the school website HERE

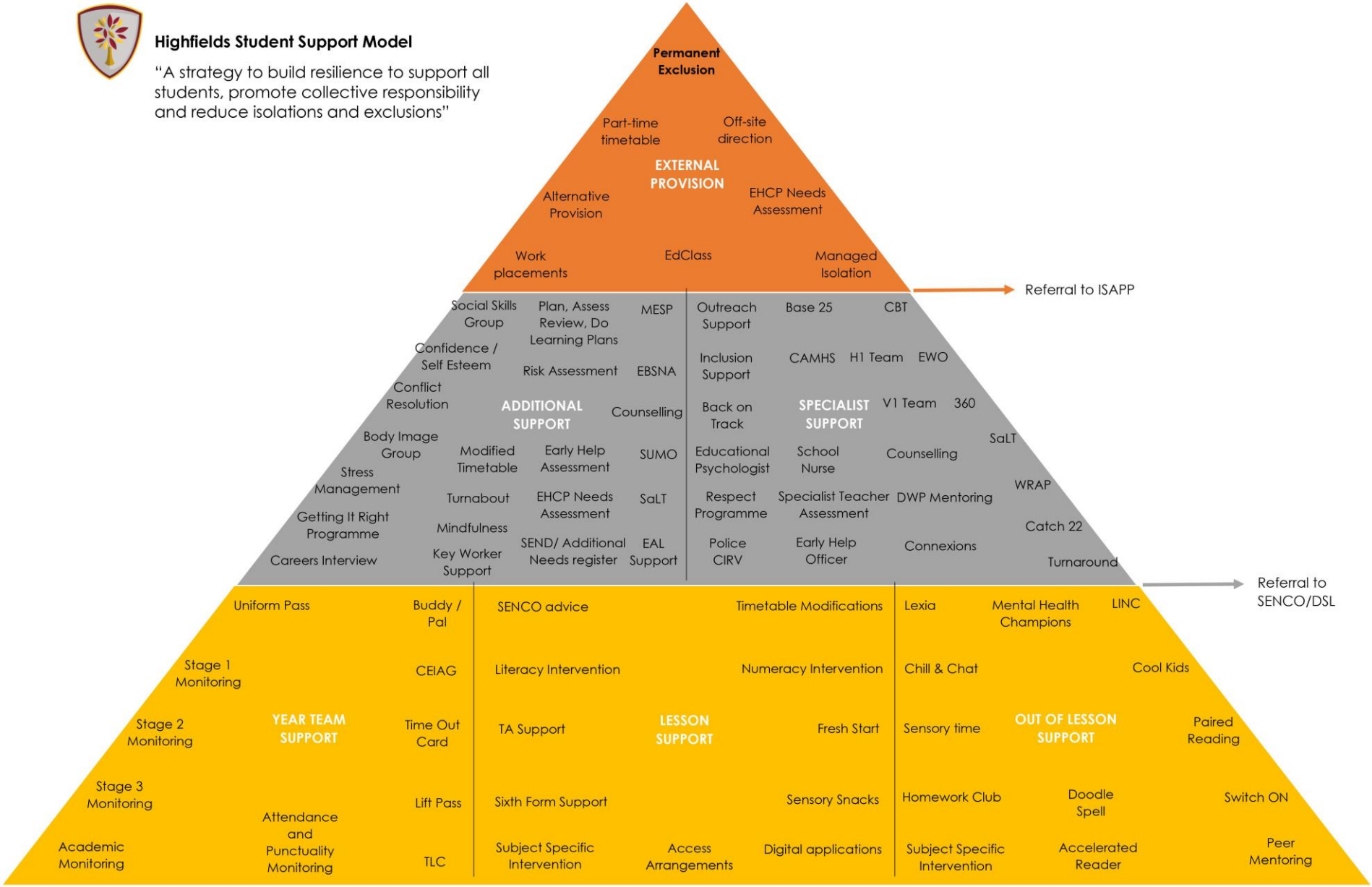
Communication and evaluation of this policy

This policy and standards of behaviour in general are reviewed:

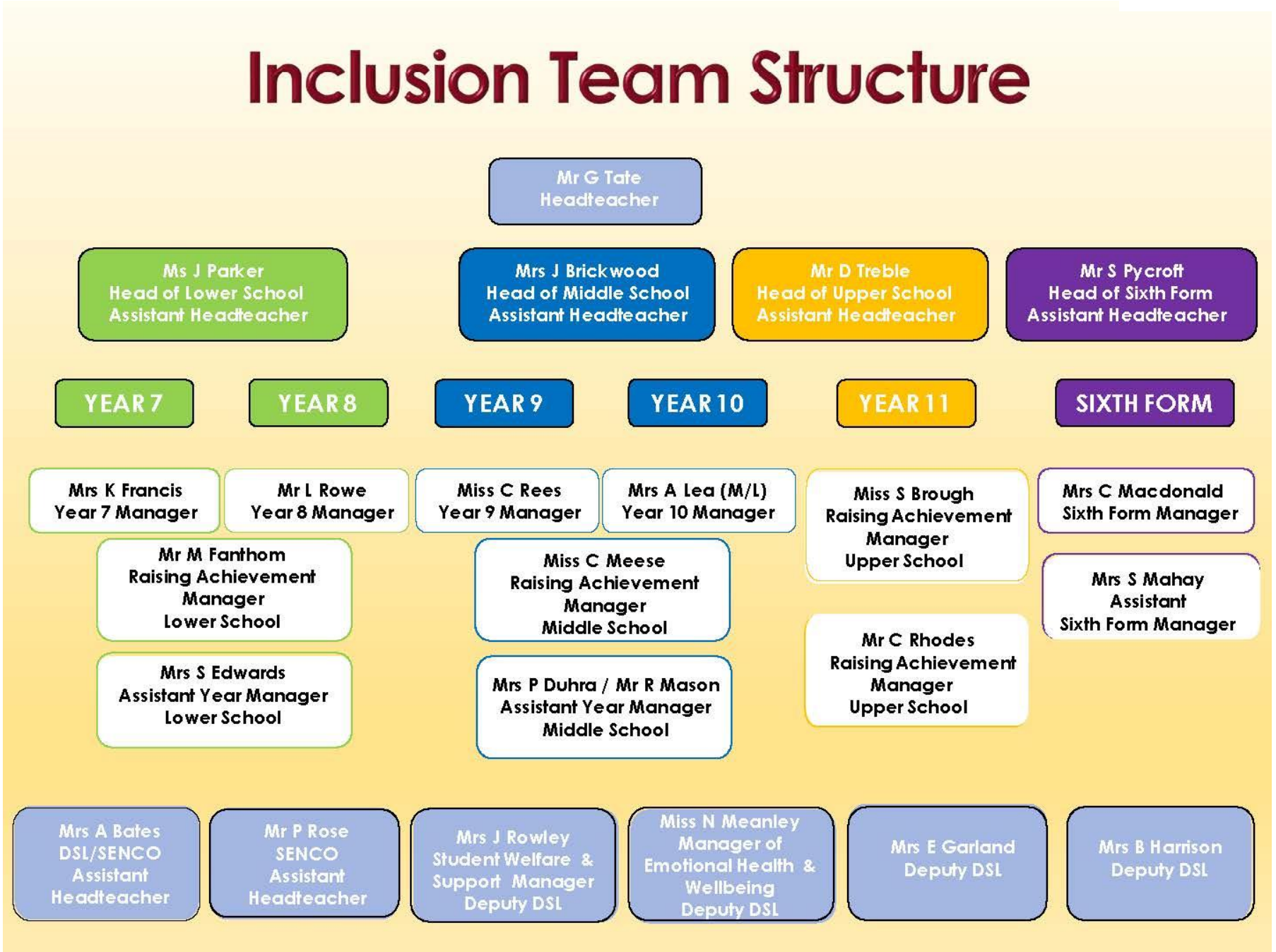
- Every three years with Local Governing Board
- Every term when considering the Behaviour and Attendance Report
- Regularly as part of Student Voice to systematically gather student views on attitudes to learning, feeling safe and behaviour support systems. This may be in the form of School Council, focus groups or wider scale surveys such as the Health Related Behaviour Survey.

Highfields Student Support Model

"A strategy to build resilience to support all students, promote collective responsibility and reduce isolations and exclusions"



Inclusion Team Structure



Links with Other Policies

Searching, Screening & Confiscation
SEND Policy
Equalities Policy
Safeguarding Policy
Transgender Policy
Suspensions & Exclusions Policy