

School Name: Highfield Littleport Academy

1. AIMS OF THE POLICY:

The aim of our school behaviour policy is to create a positive, safe, and supportive environment where all students can succeed. Specifically, the goals are:

Promote Positive Behaviour

- Encourage Respect: Foster respectful relationships among students, staff, and the school community.
- Reinforce Values: Promote the core values of the school.

Ensure a Safe Environment

- Prevent Disruptions: Minimise disruptions to allow all students to fully engage in learning.
- Maintain Safety: Protect the well-being of students and staff by preventing harmful behaviour.

Support Student Development

- Encourage Responsibility: Help students develop self-discipline and make good decisions.
- Provide Support: Assist students struggling with behaviour through targeted work.

Ensure Fairness and Consistency

- Set Clear Expectations: Make sure all students understand what behaviour is expected.
- Apply Rules Fairly: Ensure rules and consequences are consistent and fair for everyone.

Build a Strong School Community

- Strengthen Relationships: Promote positive interactions between students, staff, and parents.
- Involve Everyone: Engage parents, students, and staff in maintaining a positive school culture.

Prepare Students for the Future

- Teach Life Skills: Equip students with skills like cooperation and communication to succeed beyond school.
- Promote Lifelong Learning: Support students' ongoing academic and personal growth.

In summary, this policy aims to support the educational mission of the school while helping every student grow and thrive.

2. PRINCIPLES of Effective Behaviour Management

To ensure our school meets these aims, the following 6 principles will be applied:

Principle 1: High Expectations: Leaders uphold high behaviour standards, ensuring all students can learn in a respectful, disruption-free environment.

Principle 2: Loving: Leaders build strong, supportive relationships, making sure students feel valued and inspired to achieve their best.

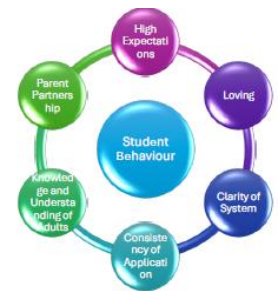
Principle 3: Clarity of System: Our school has clear rules and procedures that everyone understands, ensuring fair and consistent behaviour management.

Principle 4: Consistency of Application

Rules are applied fairly and consistently across the school, ensuring everyone is treated the same.

Principle 5: Knowledge and Understanding of Adults Staff are well-trained in behaviour management, using their skills to handle situations effectively and supportively.

Principle 6: Strong Parental Partnership We work closely with parents, aiming for consistent behaviour expectations, fostering shared responsibility for student success.



3.School Values & Expectations

At Highfield Littleport we aspire for our learners to have the best possible outcomes whatever their starting point. We aim to prepare our learners fully for what their next step in education, work or life will bring by instilling our core values and behaviours at each school which are demonstrated by adults and students alike.

Highfield Littleport Academy:

Thinking – learning, sequencing and logic

Resilience – keep trying even if things get tough

Independence – in learning and life

Teamwork – cooperating and working together

Kindness – to all whom we encounter

Creativity – expressing ourselves positively and artistically

4. Our approach to Behaviour Management

We follow the Cambridgeshire Therapeutic Thinking (CTT) approach to behaviour management. Our behaviour management approach combines positive reinforcement with appropriate protective and educational consequences to teach student behaviour. We set clear and consistent expectations, encouraging valued behaviour through strong adult-student relationships, role modelling, praise and positive experiences. When students do not meet expectations, we apply fair and logical consequences to reduce detrimental behaviours over time. These consequences help students understand the impact of their actions alongside the support we give to teach students the strategies to more effectively regulate their behaviour in the future. Teamwork and kindness are at the heart of our decision making, backed up with a strong analytical approach which allows us to individualise plans and so meet the needs of students within a wide variety of contexts.

5. Rewards we use in our schools

Here are some examples of positive rewards used in school to encourage and reinforce good behaviour:

1. Verbal Praise: Simple and sincere acknowledgment of a student's efforts and achievements can be highly motivating. Examples include saying, "Great job on your project!" or "I'm really impressed with how you handled that situation."
2. Certificates and Awards: Formal recognition such as certificates, achievement awards, or badges for specific accomplishments can provide a tangible reward for good behaviour. There are no public displays in school which could indicate or suggest that one student is performing better or worse than others.
3. Stickers and Tokens: Small, collectible items like stickers or tokens can be given to students for positive behaviour. This is only if the student benefits from these as a motivator and they don't have a detrimental impact on the wellbeing of others.
4. Positive Notes Home: Sending a note or email to parents to share a student's achievements or positive behaviour can strengthen the home-school connection and provide additional encouragement.
5. Classroom Celebrations: Organising small celebrations or parties for the whole class when collective goals are met can foster a sense of community and shared success.
6. Special Activity Days: Organising special activities, such as a movie day, sports event, or art session, for students who consistently demonstrate positive behaviour.
7. Extra Free Time: Providing additional free time for activities such as games, reading, or exploring interests as a reward for good behaviour.

These rewards can be tailored to fit the needs and preferences of the students, making them more meaningful and motivating. These are used as a reward to promote good behaviour where there is intrinsic motivation within the student.

6. Consequences used in our schools

Consequences are split into protective and educational consequences. A protective consequence will always be followed up with an educational consequence. Protective consequences are necessary measures to manage the risk of harm. They may limit freedoms. Educational consequences are the essential learning, rehearsing or teaching to enable behaviour change. They progress the child's understanding and engagement. Educational consequences return freedoms.

Examples of Protective Consequences

- Temporary increased staff ratios
- Limited access to other areas or outside spaces
- Escorted in social situations
- Restricted off site activities
- Differentiated teaching space
- Adapted curriculum or resources
- Loss of Privileges: Temporarily revoking privileges such as participation in extracurricular activities, free time, or special classroom roles.

- Time-Out: Removing the student from the classroom or activity for a short period to allow them to calm down and reflect on their actions to maintain safety.

Examples of Educational Consequences

- Learning and understanding the relevance of a task
- Rehearsing and practising behaviour
- Understanding and assisting with repairs
- Educational opportunities (a chance to learn)
- Researching the implications of behaviour
- Conversation and exploration (developing empathy, tolerance and understanding)
- Verbal Reminders: A direct, clear, and private conversation with the student about their behaviour, explaining what they were wrong and how can improve.

Additional strategies that could be applied to promote internal discipline are:

- Parent-Teacher Conference: Meeting with the student's parents or guardians to discuss the behaviour issues and collaborate on strategies for improvement.
- Community Service: Assigning tasks such as cleaning up common areas, helping with school events, or participating in school improvement activities as a way to make amends which is directly related to the action.
- In-School Suspension: Removing the student from their regular classes for a day or more, while providing them with supervised work to complete to protect the dynamic.
- Temporary Removal from Class: Placing the student in a different classroom or location for a short time to help manage their behaviour and reduce classroom disruption.
- Behavioural Counselling: Referring the student to a school counsellor or behavioural specialist for support and strategies to address underlying issues contributing to the behaviour.

These actions are designed to be constructive and proportional, aiming to teach appropriate behaviour while also providing opportunities for students to understand their mistakes and make positive changes.

8. Student Voice

Our school values the importance of student voice in shaping a positive and inclusive school environment. We believe that involving students in discussions about behaviour expectations and school values not only empowers them but also fosters a sense of ownership and responsibility. Where possible, students are encouraged to share their perspectives through restorative conversations and class discussions. We treat all behaviour as communication and staff are skilled at tuning in to the non-verbal communications of our pupils and responding to these. By listening to their ideas and concerns and by reading their gestures, vocalisations and body-language, we aim to create a behaviour policy that reflects their needs and promotes a supportive and inclusive atmosphere. Engaging students in this way helps ensure that they feel heard and respected and contributes to a more collaborative and effective approach to behaviour management.

9. Recording and Monitoring

Our school uses CTT paperwork to understand and track student behaviour to help manage and improve it effectively. We record all important or repeated behaviour incidents, including what happened, what actions were taken, and the results. These records are reviewed regularly by staff to spot patterns, monitor progress, and check how well our strategies are working. This information helps us adjust our behaviour management plans and give the right support to students. By regularly evaluating these records, we can see what's working well, address ongoing issues, and ensure our methods are fair and effective. We also use this feedback to improve staff training and our overall behaviour policy.

10. Parental Involvement

Parental involvement is key to supporting our behaviour policy and creating a positive learning environment. By working together with parents, we aim for consistent behaviour expectations-

Roles and Responsibilities

- Communication: We encourage parents to communicate openly with teachers and staff about any concerns or observations regarding their child's behaviour.
- Partnership: We work closely with parents to discuss their child's behaviour and create individualised behaviour plans to meet their child's needs.
- Support at Home: We provide resources where necessary to help parents reinforce behaviour expectations and address any issues at home.

Engagement Strategies

- Parent Meetings: We hold regular meetings to talk about student behaviour, progress, and support. These meetings allow parents to share their insights and work with us to address concerns.
- Workshops and Resources: We offer bespoke, personalised behaviour support and materials to help parents understand and support their children.

- Feedback and Surveys: We regularly seek feedback from parents to improve our behaviour strategies and ensure they meet their needs.

Support for Parents

- Open Door Policy: Parents are welcome to meet with school staff anytime to discuss their child's behaviour and concerns.
- Individualised Support: We work with parents to create personalised plans for students with specific behavioural needs.

Commitment to Collaboration

We are dedicated to working with parents to support student behaviour and development, creating a supportive environment that helps students succeed both academically and socially.

11. Staff training and Knowledge

Our school is dedicated to equipping staff with the skills and knowledge necessary to effectively manage and support student behaviour. We believe that ongoing professional development in behaviour management is essential for creating a positive and productive learning environment.

Training and Professional Development

- Regular Training: Staff receive regular training in Cambridgeshire Therapeutic Thinking including analysing and understanding behaviours, de-escalation techniques, working pro-actively and guiding and escorting. This training ensures that all staff are up to date with the latest best practices and approaches.
- Behaviour Meetings: We offer class team behaviour meetings that address specific behavioural challenges and needs, such as managing classroom disruptions, supporting students with additional behavioural needs, and implementing restorative practices.
- Collaborative Learning: Staff participate in collaborative learning opportunities, including peer observations and group discussions, to share insights and strategies for effective behaviour management.

Knowledge and Expertise

- Understanding Behaviour: Staff are trained in understanding child development, trauma and special educational needs and the underlying causes of behavioural issues. This knowledge helps them to address behaviour in a supportive and informed manner.
- Communication Skills: We focus on developing strong communication skills, enabling staff to interact with students in a positive and effective way. This includes techniques for active listening, clear instructions, and empathetic responses.

Ongoing Support and Resources

- Access to Resources: Staff have access to a range of resources and materials to support behaviour management, including guidelines, toolkits, and professional literature.
- Mentoring and Coaching: New and experienced staff receive mentoring and coaching to continually refine their behaviour management skills. This support includes regular feedback and personalised guidance.

Evaluation and Improvement

- Feedback Mechanisms: We gather feedback from staff on training effectiveness and areas for improvement. This feedback helps us to continually enhance our professional development programs.
- Continuous Improvement: Our commitment to staff training includes regularly reviewing and updating our training programs to reflect new research and practices in behaviour management.

Commitment to Excellence

We are committed to providing our staff with the training and knowledge they need to effectively manage behaviour and support student success. By investing in professional development, we ensure that our staff are well-prepared to foster a positive and respectful school environment.

12. Suspensions and Exclusions

Purpose

Suspensions and exclusions are measures of last resort used to address serious or persistent behavioural issues that cannot be resolved through other means. They are intended to ensure the safety and well-being of all students and maintain a positive learning environment.

Suspensions

A suspension is a temporary removal of a student from school for a specified period. This action may be taken for serious misbehaviour that disrupts the learning environment or endangers the safety of others. During a suspension, students will be able to access work through our online app 'Evidence for Learning' where appropriate. The length of a suspension will be determined based on the severity of the behaviour and the school's disciplinary guidelines.

Exclusions

An exclusion is a permanent removal of a student from the school due to severe or repeated behavioural issues that cannot be addressed through suspension or other interventions. Exclusions are considered only after all other support measures have been exhausted. The decision to exclude a student is made by the school leadership in consultation with the student's parents or guardians, and any relevant support services.

Process

- Investigation: Before any suspension or exclusion, a thorough investigation is conducted to understand the situation and ensure that all facts are considered.
- Notification: Parents or guardians are informed of the decision, the reasons for it, and the duration of the suspension or exclusion. A written notice will be provided.
- Support and Reintegration: For suspensions, a reintegration plan is developed to support the student's return to school. This may include a meeting with the student, their family, and relevant staff to discuss strategies for improving behaviour and ensuring a smooth transition back to the school environment.

Appeal Process

Parents or guardians have the right to appeal a suspension or exclusion decision. Appeals should be submitted in writing to the school's appeal committee within a specified timeframe. The committee will review the case and provide a final decision.

Commitment to Support

Our school remains committed to working with students and their families to address behavioural issues effectively and supportively. We aim to provide a safe and positive learning environment while ensuring that all students have the opportunity to succeed.

13. Use of Reasonable Force

In our schools, the use of reasonable force is a measure of last resort and is only employed when absolutely necessary to ensure the safety and well-being of students and staff. Reasonable force may be used to prevent a student from causing harm to themselves or others, damaging property, or disrupting the learning environment significantly. Our staff are trained to handle situations involving physical intervention with the utmost care and to use the minimum force required to manage the situation effectively. All staff are trained in the use of CTT guides and escorts in line with our Physical Intervention Policy. Where an audit of need deems necessary due to the persistent dangerous nature of some student behaviour, some staff are trained in CTT Principles of Restraint Reduction and Elimination. All incidents involving the use of force are recorded and reported to ensure transparency and accountability. We also work closely with parents to discuss any incidents and to review and address any underlying issues. Our approach prioritises de-escalation and non-physical strategies whenever possible, aligning with our commitment to a safe and supportive school environment.

14. Rights to Search and Confiscate

In accordance with UK law, our school reserves the right to search students and confiscate items as necessary to maintain a safe and orderly learning environment. Staff members are authorised to search students' possessions, including bags, lockers, and clothing, if there is a reasonable suspicion that they may be carrying prohibited items such as weapons, illegal substances, or items that could disrupt the school environment. Confiscated items will be securely stored and returned to students or their parents/guardians according to the school's policies. Searches will be conducted with respect and sensitivity, ensuring that the dignity and privacy of students are upheld. We communicate openly with parents about any searches conducted and the reasons behind them, reinforcing our commitment to ensuring the safety and well-being of all members of the school community.

15. Equality and Inclusion

Our behaviour policy is designed to be fair and inclusive, ensuring that no student is discriminated against based on race, gender, disability, or any other protected characteristic. It respects and accommodates the diverse backgrounds and needs of our student body, promoting cultural sensitivity. Additionally, the policy is written in clear and accessible language, making it easy for all stakeholders to understand and engage with.