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BEHAVIOUR

POLICY

Highfield Littleport Academy

Highfield Ely Academy

LINC

# Policy Review

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| **Next Review Date:** | September 2026 |
| **Ratified by:** | Trust Board |
| **Date Ratified:** | September 2025 |
| **Dissemination:** | The policy will be made available to all Trust employees |

# Document Control - Policy Amendments

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| --- | --- | --- | --- |
| **Date** | **Version** | **Summary of Changes** | **Reviewer/s** |
| Sep-24 | 1.0 | New policy | L Holzer, CEO |
| Sep-25 | 1.1 | Added 7th behaviour principle  Remove exclusion guidance as this is covered in the Exclusion Policy | L Holzer, CEO |

# Contents

[Aims 4](#_Toc209473477)

[1. Aims of the policy: 4](#_Toc209473478)

[2. PRINCIPLES of Effective Behaviour Management 5](#_Toc209473479)

[3. School Values/School Rules/Expectations 5](#_Toc209473480)

[4. Our Approach to Behaviour Management 5](#_Toc209473481)

[5. Rewards we use in our school 6](#_Toc209473482)

[6. Consequences used in our school 7](#_Toc209473483)

[7. Support for Pupils 8](#_Toc209473484)

[8. Student Voice 8](#_Toc209473485)

[9. Recording and Monitoring 8](#_Toc209473486)

[10. Parental Involvement 8](#_Toc209473487)

[11. Staff Training and Knowledge 9](#_Toc209473488)

[12. Suspensions and Exclusions 10](#_Toc209473489)

[13. Use of Reasonable Force 11](#_Toc209473490)

[14. Rights to Search and Confiscate 11](#_Toc209473491)

[15. Equality and Inclusion 11](#_Toc209473492)

[16. Appendices: 12](#_Toc209473493)

## Aims

## 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:

* 1. **Promote Positive Behaviour:**
     1. Encourage Respect: Foster respectful relationships among students, staff, and the school community.
     2. Reinforce Values: Promote the core values of the school.
  2. **Ensure a Safe Environment:**
     1. Prevent Disruptions: Minimise disruptions to allow all students to fully engage in learning.
     2. Maintain Safety: Protect the well-being of students and staff by preventing harmful behaviour.
  3. **Support Student Development:**
     1. Encourage Responsibility: Help students develop self-discipline and make good decisions.
     2. Provide Support: Assist students struggling with behaviour through targeted work.
  4. **Ensure Fairness and Consistency:**
     1. Set Clear Expectations: Make sure all students understand what behaviour is expected.
     2. Apply Rules Fairly: Ensure rules and consequences are consistent and fair for everyone.
  5. **Build a Strong School Community:**
     1. Strengthen Relationships: Promote positive interactions between students, staff, and parents.
     2. Involve Everyone: Engage parents, students, and staff in maintaining a positive school culture.
  6. **Prepare Students for the Future:**
     1. Teach Life Skills: Equip students with skills like cooperation and communication to succeed beyond school.
     2. Promote Lifelong Learning: Support students' ongoing academic and personal growth.

## PRINCIPLES of Effective Behaviour Management

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

* 1. **Principle 1: High Expectations:**
     1. Leaders uphold high standards, ensuring all students can learn in a respectful, disruption-free environment.
  2. **Principle 2: Informed Strategic Leadership of Behaviour:**
     1. Leaders take strategic ownership of the systems and culture that underpin behaviour.
  3. **Principle 3: Loving:**
     1. Leaders build strong, supportive relationships, making sure students feel valued and inspired to achieve their best.
  4. **Principle 4: Clarity of System:**
     1. Our school has clear rules and procedures that everyone understands, ensuring fair and consistent behaviour management.
  5. **Principle 5: Consistency of Application:**
     1. Rules are applied fairly and consistently across the school, ensuring everyone is treated the same.
  6. **Principle 6: Knowledgeable and Understanding of Adults:**
     1. Staff are well-trained in behaviour management, using their skills to handle situations effectively and supportively.
  7. **Principle 7: Strong Parental Partnership:**
     1. We work closely with parents, ensuring consistent behaviour expectations at home and school, fostering shared responsibility for student success.

## School Values/School Rules/Expectations

* + 1. At Highfield schools we aspire for our learners to have the best possible outcomes whatever their starting point. We prepare our learners fully for their next steps in education, work or life. We do this by instilling our core values and behaviours at each school which are demonstrated by adults and students alike.
    2. Values at 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

* + 1. Values at Highfield Ely Academy

Equity - fairness in all actions, decisions and interactions

Respect - to each other, ourselves and the wider world

Perseverance - in learning and in life

Kindness and Compassion - to everyone we encounter

## Our Approach to Behaviour Management

* 1. 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..

## Rewards we use in our school

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

* 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.”
* 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.
* 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.
* 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.
* 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.
* Special Activity Days: Organising special activities, such as a movie day, sports event, or art session, for students who consistently demonstrate positive behaviour.
* 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.***

## Consequences used in our school

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*** *consequences are designed to be constructive and proportional, aiming to correct behaviour while also providing opportunities for students to understand their mistakes and make positive changes.*

## Support for Pupils

* 1. Pupils may find regulation of their behaviour difficult for a variety of reasons, and not all of these will be because of an underlying Special Educational Need. We expect all students to meet our expectations of behaviour in our school but recognise that some students will need more support to achieve them. When required, and as early as possible, we will work closely with students, their families, and specialists to create individual plans that address student’s challenges, providing tools and strategies to help them improve. We regularly check and adjust these plans to make sure they work well, helping every student feel included and supported in their learning environment.

## Student Voice

* 1. 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 policies not only empowers them but also fosters a sense of ownership and responsibility. Students are encouraged to share their perspectives and feedback through regular surveys, focus groups, and class meetings. By listening to their ideas and concerns, we aim to create a behaviour policy that reflects their needs and promotes a supportive 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.

## Recording and Monitoring

* 1. Our school carefully keeps track of 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.

## Parental Involvement

Parental involvement is key to supporting our behaviour policy and creating a positive learning environment. By working together with parents, we ensure consistent behaviour expectations at school and at home.

* 1. **Roles and Responsibilities**
     1. Communication: We encourage parents to communicate openly with teachers and staff about any concerns or observations regarding their child's behaviour.
     2. Partnership: We work closely with parents to discuss their child’s behaviour, set goals, and create behaviour plans.
     3. Support at Home: We provide resources where necessary to help parents reinforce behaviour expectations and address any issues at home.
  2. **Engagement Strategies**
     1. 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.
     2. Workshops and Resources: We offer workshops and materials to help parents understand and support our behaviour policies.
     3. Feedback and Surveys: We regularly seek feedback from parents to improve our behaviour strategies and ensure they meet their needs.
  3. **Support for Parents**
     1. Open Door Policy: Parents are welcome to meet with school staff anytime to discuss their child's behaviour and concerns.
     2. Individualised Support: We work with parents to create personalised plans for students with specific behavioural needs.
  4. **Commitment to Collaboration**

Parental involvement is key to supporting our behaviour policy and creating a positive learning environment. By working together with parents, we ensure consistent behaviour expectations at school and at home.

## Staff Training and Knowledge

**Overview:** 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.

* 1. **Training and Professional Development**
     1. Regular Training: Staff receive regular training on behaviour management strategies, including techniques for positive reinforcement, conflict resolution, and de-escalation. This training ensures that all staff are up to date with the latest best practices and approaches.
     2. Specialised Workshops: We offer specialised workshops that address specific behavioural challenges and needs, such as managing classroom disruptions, supporting students with additional behavioural needs, and implementing restorative practices.
     3. Collaborative Learning: Staff participate in collaborative learning opportunities, including peer observations and group discussions, to share insights and strategies for effective behaviour management.
  2. **Knowledge and Expertise**
     1. Understanding Behaviour: Staff are trained in understanding child development and the underlying causes of behavioural issues. This knowledge helps them to address behaviour in a supportive and informed manner.
     2. 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.
  3. **Ongoing Support and Resources**
     1. Access to Resources: Staff have access to a range of resources and materials to support behaviour management, including guidelines, toolkits, and professional literature.
     2. 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.
     3. Understanding Behaviour: Staff are trained in understanding child development and the underlying causes of behavioural issues. This knowledge helps them to address behaviour in a supportive and informed manner.
  4. **Evaluation and Improvement**
     1. 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.
     2. Continuous Improvement: Our commitment to staff training includes regularly reviewing and updating our training programs to reflect new research and practices in behaviour management.
  5. **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.

## Suspensions and Exclusions

* 1. **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.
  2. **Suspensions:** A suspension is a temporary removal of a student from school for a specified period. This action may be taken for serious misbehavior that disrupts the learning environment or endangers the safety of others. During the suspension, students are expected to complete their schoolwork and will be provided with assignments to keep up with their studies. The length of a suspension will be determined based on the severity of the behaviour and the school’s disciplinary guidelines.
  3. **Exclusions:** An exclusion is a more 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. There is a separate policy and guidance document referring to suspensions and exclusions.

## Use of Reasonable Force

* 1. In our school, 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.

## Rights to Search and Confiscate

* 1. 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.

## Equality and Inclusion

* 1. 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.

## Appendices:

**Key words and phrases used**

|  |  |
| --- | --- |
| Unsocial behaviour | Not doing as instructed, but not to the detriment of others. |
| Difficult detrimental behaviour | Behaviour that is detrimental to the child or others, for example calling out in lessons. |
| Dangerous detrimental behaviour | Behaviour that will result in injury or damage. |
| Valued behaviour | Behaviour which is positive, helpful, and intended to promote social acceptance. Valued behaviour is characterised by a concern for the rights, feelings and welfare of other people. |
| Educational consequences | Educational consequences provide the student with the skills and strategies to behave differently faced with the same set of circumstances reoccurring. |
| Protective consequences | Temporary measures put in place to manage safety. |
| Helpful feelings | Feelings which promote wellbeing or safety in a given situation. |
| Unhelpful feelings | Feelings which lead to detrimental behaviour in a given situation. |
| Positive experiences | Enjoyable experiences which build self-esteem, confidence and tolerance. |
| Dysregulation | When a student is unable to display valued behaviour. |
| Values and beliefs | When a student is unwilling to display valued behaviour. |

**Equity**

A cartoon of a person and children watching a baseball game

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We advocate for each child to receive the resources, differentiated experiences, appropriate interventions and differentiated learning that will enable them to become as equal as is possible. Good equity results in equality.

Treating everyone the same is anything but fair, what equal treatment does is ignore, erase and dismiss our differences and further promote existing privilege.

Equality is giving everybody the same regardless of need.

Equity is giving everyone what they need to achieve success.

**Staff Guidance**

All staff who work directly with students will be trained in the Cambridgeshire Therapeutic Thinking approach. New staff will watch an introduction video to Therapeutic Thinking within their first week of starting their job role. A full day of Therapeutic Thinking training will take place within 6 weeks of their start date. We will hold refresher training annually. School Governors will also undertake basic Cambridgeshire Therapeutic Thinking training.

Staff must:

* Use language, tone of voice, body language and positioning as instructed in their training
* Only model behaviour that follows their Cambridgeshire Therapeutic Thinking training ie. no public telling off or shaming students.
* Pro-actively facilitate student regulation.
* Be aware of and consistently follow the IBP/behaviour plans of any students they work with.
* Staff must ask for a ‘change of face’ if they are feeling overwhelmed in a behaviour situation.
* Staff who witness an incident of dangerous behaviour must complete an incident form or ensure that a colleague has done so. This must be completed on the same day of the incident and discussed with the Assistant Headteacher.
* Ensure that any safeguarding concerns, including bullying, are recorded immediately on My Concern.
* Implement protective and educational consequences following a behaviour incident
* Use behaviour trackers/Therapeutic Tree/Anxiety mapping and other tools accurately and consistently as instructed
* Reflect on the effectiveness of behaviour strategies regularly and feedback to the class teacher
* We aspire to avoid any need for physical intervention. Only staff who are trained to do so may restrain students except in emergency situations. Any physical restraint must be recorded in the blue book in the Head’s office as well as an incident form. Parents and carers must be notified by phone and by statutory letter if physical restraint takes place. This must happen on the same day as the restraint.
* Speak to a line manager if there are any aspects of Cambridgeshire Therapeutic Thinking that they do not understand or if they have not been trained within 6 weeks of starting employment

**Consequences**

There must always be an educational consequence to any behaviour that is not valued. Staff should be able to show how a consequence has helped the student develop new skills or new ways of thinking through discussion, debrief activity or rehearsing.

*Sometimes* a protective consequence is needed immediately until we have been successful with educational consequences. Protective consequences are solely actions to ensure no further harm occurs in the short term.

What must be avoided are consequences that have no relation to a behaviour. For example, making a student miss break time for not completing homework is not appropriate. Making a student miss break time because they have hit a fellow student and you are not convinced that they can be safe during break time is a very sensible protective consequence of their actions.

**Seclusion**

Staff must never lock a student in a space alone – either indoor or outdoor. This includes holding a door shut or any other means where the student is not able to leave if they want to.

**Radio Channel**

Staff need to use radio channel 6 to call for immediate behaviour support in instances of significant dangerous behaviour where additional adults or expertise is needed. Staff need to call for ‘urgent trained support’, staff need to repeat their call twice and give their location.

Playgrounds may be closed for safety purposes and this will be communicated on channel 6.

Corridors or areas may ask for reduced traffic or may be temporarily closed which will also be communicated through channel 6 and this must be followed by staff and students.