



Highburton C.E First Academy

Behaviour and Discipline Policy including Governors' Written Statement of Behaviour Principles.

Date: Sept 2025

Review due: July 2026

Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

Children's Responsibilities are:

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To obey the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

Staff Responsibilities Are:

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each is an individual.
- To be aware of children's needs.
- To offer a framework for social education.

The Parents' Responsibilities Are:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To offer a framework for social education.

Encouraging outstanding behaviour for learning in school:

- We make clear our expectations of good behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set through example standards of behaviour.
- We praise good behaviour both privately and publicly.

Good, clear and consistent management both within the context of the classroom and outside the classroom are of paramount importance in establishing good practice of behaviour and discipline within the school. As children within the framework of the school spend a lot of time within the classroom it is essential that well organised and delivered lessons will seek to secure good standards of behaviour. Bearing this in mind teachers should aim to: -

- Know their pupils as individuals. This means knowing their personalities and interests and who their friends are;
- plan and organise both the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption. This may require attention to such basics as furniture layout, grouping of pupils, seating of pupils, matching work to pupils abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere;
- be flexible in order to take advantage of unexpected events rather than being thrown off balance by them i.e. visitor at the door in the middle of a lesson;
- continually observe or 'scan' the behaviour of the class;
- be aware of, and control their own behaviour, including stance and tone of voice;
- model the standards of courtesy that they expect from pupils;
- emphasise the positive, including praise and awarding house points for good behaviour as well as good work.
- make expectations for classroom behaviour clear to pupils from the first lesson and explain why they are necessary.
- make sparing and consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands whenever possible, being fair and consistent and avoiding sarcasm and idle threats;
- make sparing and consistent use of punishments. This includes whole group punishments which children will see as unfair. It also means avoiding punishments which humiliate pupils by, for example, making them look silly.
- analyse their classroom management performance and learn from it.

All these points are interactive with all the other levels of influence highlighted before and they must be seen in that context. Everyone in the school is responsible for the behaviour and discipline and must ensure that continuity exists between all staff in school.

Where continuity exists so does security. All children in school need to know the rules of the school and indeed to have played a part in creating them. Ownership will bring about

satisfaction and will be seen to reflect fair play by the children and by their parents/guardians.

In focusing on behaviour and discipline it is important that parental co-operation and support are there within the school in order that the school can move progressively forwards.

School Rules

Always follow instructions

Always have kind hands, feet and voice. (KS1)

Always show respect to other people and all property. (KS2)

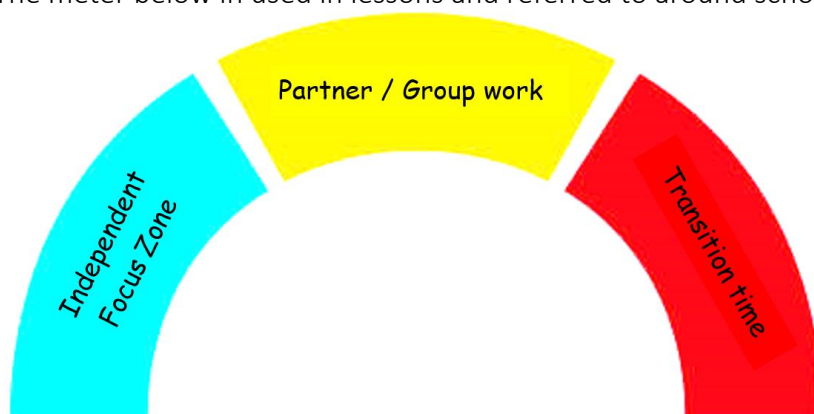
Our school values include:



In class and around school

Teachers gather the attention of students with a signal by raising their arm and counting down 3,2,1 and waiting for all the children to raise their arm and focus on the teacher in silence. Teachers will use the signal 1-2-3 for transition times. 1 – children stand up out of their chair, 2 – children push their chair under, 3 – walk and follow the expectation (line up).

The meter below is used in lessons and referred to around school.



Blue zone – Independent focus zone

Children are expected to work independently and in silence on a set task for a limited time up to:

Year 1 – 10-12 minutes

Year 2 – 12 – 15 minutes

Year 3 – 15 -17 minutes

Year 4 – 17– 20 mins

Year 5 – 20 -25 minutes

Yellow zone – partner/ group work

Children are expected to work in partners or as a group discussing learning at a low level.

Red zone – transition times

Children are expected to move within lessons and around school in silence and sensibly.

Rewards & Sanctions for the whole school

Whole School reward systems include:

Dojos

Star of the Week

Visits to Headteacher

Mentions in assembly

Negotiated rewards chosen by class at the start of the year

Afternoon play (KS2)

Lunchtime Award

Friday Fine Diners

Headteacher's Award

Dojo Points

Children receive Dojo points for following our school values: Kind, Helpful, Honest, Grateful, Independent, Unique and Together. The adult will reward the child with a dojo point and explain why they have received one dojo point. For example, "You have got one dojo point because you were kind to your friend."

Our Behaviour system is as follows (see child friendly visual below):

1. 1 dojo for recognised good behaviour linked to value
2. 5 dojos for recognised outstanding behaviour linked to value
3. Visit a teacher for positive praise
4. House points collated together from each class on a Friday and announced in assembly and awarded at the end of the term.

All members of staff can award a child a dojo for a related value by giving the child a counter to take back to their class teacher and be awarded the dojo back in class.

Positive peers can award children a sticker of the value they have recognised at playtime and the recipient will also then be awarded a dojo back in class.

In the event, that a child is not following our school values, the following steps will take place:

1. B1: Quiet warning - clear, explicit expectations
3. B2: 2nd warning - 5 mins off next playtime (additionally move seat to work more productively)

4. B3: Repeated disruptive behaviour - child joins paired class to complete work (reception and year 2, year 1 and year 4, year 3 and year 5 and miss 15 minutes playtimes (1st break if morning or lunch if in after break session or following day if in afternoon) and SLT to follow up with child and discuss behaviour.

5. B4: More extreme behaviour e.g physical, language, child on child abuse - miss next two days of playtimes and cannot go outside for agreed days - on 3rd day, child is allowed to go at playtimes with supervision leading or join in an PE activity. Additionally, a phone call home will be made.

If three playtimes are lost repeatedly (3 times in a week or behaviour categorised as extreme), a phone call home will be made or a letter is sent to parents inviting them to attend a meeting with the Headteacher to discuss a behaviour plan to improve behaviour.

If a child loses time from their play time (including 5 or 15 minutes) this will be reported on CPOMS. More extreme behaviour will also be logged and recorded on CPOMS including actions taken.

Neurodiversity

For children who are neurodiverse, a bespoke approach will be taken when responding to behaviour to ensure their individual needs are understood and supported. Staff will use restorative practice to help the child reflect and respond appropriately. Where appropriate, social stories or similar strategies may be used as a follow up to help the child understand expectations and develop positive behaviour.

Promoting Positive Behaviour in Early Years

In the Early Years Foundation Stage our aim is to support and understand children's behaviour. The EYFS Statutory Framework outlines the Prime Areas of learning children develop in Reception which includes Communication and Language, Personal, Social and Emotional Development and Physical Development. The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development (*EYFS Statutory Framework*).

At Highburton First Academy in EYFS, staff ensure children are nurtured through high-quality interactions to support the growth and development of children's behaviours. We ensure all children feel safe, secure and happy. Clear rules and routines are outlined that children are expected to follow. Staff will:

- Validate children's feelings
- Engage in high quality interactions
- Provide comfort when sought
- Use positive language eg I can see that you may be feeling....
- Promote and praise positive behaviours
- Develop children's understanding of right and wrong
- Teach and develop self-regulation

When behaviour needs to be addressed, children are given 1 minute of reflection time which is a brief, quiet moment to pause and begin processing what has happened. After this time,

an adult will join the child to gently guide their thinking, helping them reflect on their choices, express their feelings, and explore more positive ways to respond in the future. This approach is rooted in our belief that young children learn best through secure relationships, clear boundaries, and consistent emotional support.

While most behaviours are managed effectively within the EYFS setting through positive relationships and consistent routines, there may be occasions when a child's behaviour becomes more challenging or persistent. In such cases, a member of the Senior Leadership Team will step in to support the child, the staff, and the situation. The SLT member will speak with the child in an age-appropriate and supportive manner, and will also work closely with the child's parents or carers to ensure a consistent and collaborative approach, alongside the class teacher.

Behaviour Support Plans

Children with additional social and emotional needs may require a Behaviour Support Plan. See SEN Policy.

Immediate Send Outs

If a child is openly defiant or the teacher is unable to teach, the child should be sent immediately to a member of the Senior Management Team or the Headteacher escorted by an adult.

Serious Incidents

Incidents that fall outside the above procedure are managed by the Senior Leadership Team.

Lunchtime

The same systems are used at lunchtime. Lunchtime Supervisor can award the children a counter for a dojo and explain the value and reason they have been awarded it for. The children will then add the dojo on the platform when they are back in class.

Phones

Children who bring a mobile phone to school must hand in at the start of the day to their class teacher. The teacher will keep the phones in a safe locked drawer or cupboard and then given back to the child at the end of the day. The children must turn their phone off and put it away before walking in the playground at the start of the day and can then turn it back on when they are off school premises.

Exclusion Guidance

School follows the procedures and guidance in the Exclusions Policy and [Department of Education - Exclusion Guidance document](#).

Internal and External Suspension for a fixed term will be considered for unacceptable behaviour of a serious nature as follows:

- Serious physical assault on another pupil or member of staff.

- Obscene, offensive, threatening or abusive language used towards, or deliberately and knowingly in the presence of, another member of staff.
- Escalation of persistent lesser offences as described above where pupil has failed to respond to previous support and sanctions and parents and pupil have received written warning from the Head teacher that suspension will be considered.
- Any situation where a pupil, by his or her conduct, which includes refusal to obey reasonable instructions given by any member of staff, places that pupil or any member(s) of the school community at risk.
- Subject to investigation by the Head teacher to establish the facts, the above will result in parental contact by the Head teacher and automatic suspension for a fixed term.
- Repeated offences within this category will be subject to increasing periods of suspension, part-time timetable, managed move, further involvement with the Pupil referral Unit or potentially permanent exclusion from school.
- For further details, please refer to the Kirklees suspensions guidance.

Appendix 1: Governors' written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff #
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Our Behaviour at Highburton



Highburton C.E. First Academy

Visit a teacher - positive praise

5 Dojos for a value

1 Dojo for a value

Verbal
warning

2nd warning -
lose 5 minutes
of playtime

Join another
class to
complete work
- lose 15
minutes of
break time

Physical,
verbal
unacceptable
behaviour -
miss two days
of playtime

ClassDojo Champion

50 dojos



50 dojos



Awarded to _____
for _____

ClassDojo Champion

100 dojos



100 dojos



Awarded to _____
for _____

ClassDojo Champion

150 dojos



150 dojos



Awarded to _____
for _____

ClassDojo Champion

200 dojos



200 dojos



Awarded to _____
for _____

ClassDojo Champion

250 dojos



250 dojos



Awarded to _____
for _____

ClassDojo Champion

300 dojos



300 dojos



Awarded to _____
for _____

ClassDojo Champion

350 dojos



350 dojos



Awarded to _____
for _____

