



POLICY FOR PROMOTING POSITIVE BEHAVIOUR

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1. [AIMS](#)

At Highfield and Brookham we aim to encourage pupils to adopt the highest standards of behaviour, values and moral standards and to promote trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of teamwork and leadership both as part of the curriculum and through our extensive programme of extra-curricular activities.

We have clear expectations of behaviour shared with pupils, parents and staff via our school values, ethos, learning habits and handbooks. We aim to provide a happy, healthy, mutually respectful working environment for our pupils and staff, where bullying, intimidation or interference by any party will not be tolerated.

Behaviour expectations are translated into class through our reward system and boarding rules for our pupils. These are reinforced through our teaching, daily informal interactions, in assemblies, PSHE lessons, Wellbeing lessons, reflection and reward times in school, during individual tutorials, in boarding and at circle times.

We celebrate all pupils' learning behaviours, effort, conduct and achievement and operate from the perspective of We expect breaches of discipline to be the exception rather than the rule.

2. [STRUCTURE AND RESPONSIBILITIES](#)

a. [THE SCHOOL AND TEACHERS](#)

The Senior Leadership Team (SLT) at Highfield and Brookham are responsible for maintaining effective discipline within the School (including the EYFS) at all times through the active enforcement of positive behaviour by all adults working at Highfield and Brookham.

We expect pupils to be considerate of others at all times. This includes fellow pupils, teaching staff, domestic staff and parents. Our expectations in all areas (behaviour, learning and relationships) are clearly and repeatedly stated.

Promoting positive behaviour is the responsibility of **all staff**, both in their lessons and in and around the School, and staff are encouraged to deal with issues as they arise. Children may interpret non-intervention by a member of staff as approval of their behaviour and it is therefore very important that a member of staff should highlight any inappropriate behaviour to a child there and then, **whilst remaining calm and sensitive at all times**.

There are certain incidents of negative behaviour that will require the child to be sent immediately to a member of the SLT, such as if a child is found to be out of bounds, to have used physical violence, to have acted sexually inappropriately towards another child or member of staff, or have taken and kept other people's property. Each incident will be investigated on a case-by-case basis, but as a general rule, should there be a second occurrence, the child may be interviewed by the Head, the parents being present at the Head's discretion.

CODE OF CONDUCT IN THE HIGHFIELD & BROOKHAM COMMUNITY

The Highfield and Brookham community of Directors, Staff, Parents and Pupils adheres to a code of conduct, whereby we expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's attendance policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment (physical, verbal or sexual), bullying (physical, verbal, off- or online) and violence of any form (physical or sexual) will not be tolerated in any instance. Our Anti-bullying policy is set out on the Parent Portal. The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, gender, gender orientation or physical disability, and in actively discouraging any behaviour which may add to 'rape culture' (a culture in which sexual violence is condoned and normalised through attitudes, actions and structures)

In the event of restraint of a child being required to protect them from injury to themselves or others our Restraint Policy will apply, including how those events will be recorded and reported to parents. Please see the Restraint Policy on application from the school office. Restraint will be used as a very last resort.

b. INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and Guardians who accept a place for their child at Highfield and Brookham School undertake to uphold the School's policies and regulations, including this policy. They are required to support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and prep/private study.

We will always telephone the home on the first day of an unexplained absence in order to make sure that the child has not suffered an accident. Please note that it is the Head's decision not to allow holiday to be taken during term, except in exceptional circumstances, and permission must always be sought from the Head in the first instance.

c. INVOLVEMENT OF PUPILS

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, for example via the School Councils, which meets regularly, or by completing surveys.

SCHOOL VALUES

The following overarching School Values are displayed in all classrooms



The School's Values are designed to encourage positive behaviour. Its sanctions are to help us to manage challenging behaviour. An overview of our expectations is shared with pupils at the start of each academic year, and shared with parents at information evening and on the Parent Portal. As Highfield and Brookham is a responsive community, the Rules and Regulations may change from time to time. An overview of the sanctions structure and Pupil Code of Conduct is also communicated at the start of the academic year with parents and pupils, and a copy is available on request. Our Values are displayed throughout the school and are referred to regularly in lessons and in discussions with pupils.

Parents and Guardians undertake to support the authority of the Head in enforcing them in a fair and consistent manner that is designed to safeguard the welfare of the community as a whole.

The Head and all staff for their part undertake to apply any sanctions fairly and consistently, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time; but will never involve any form of unlawful or degrading activity.

3. REWARDS FOR GOOD BEHAVIOUR AND WORK

At Highfield and Brookham we always work to encourage the establishment of good teacher/pupil relationships and support for the School's values through a system of rewards and sanctions which are designed to promote a calm, disciplined learning environment.

Highfield and Brookham School aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements, both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way, recognising that it is an opportunity to learn. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard, and parents to support us fully in this aim. Our system of rewards includes:

- Verbal praise and written praise for good work
- Stickers, stamps, badges, smiley faces
- Marks, ticks in exercise books
- House Points which contribute to the House Competition
- Verbal recognition in Celebration Assemblies each Friday
- Medals and certificates
- Half and Full Colours for Sport and the Arts at Highfield
- Head's Commendations are awarded at Celebration Assemblies
- Annual subject and Year Group Prizes

Further examples can be found in **Appendix 2**

4. CONSEQUENCES AND SANCTIONS FOR INAPPROPRIATE BEHAVIOUR

The School does not use Corporal punishment.

Sometimes, despite our best endeavours, a pupil's behaviour will be such that sanctions are necessary.

Highfield and Brookham's system of sanctions includes:

- a verbal warning, ensuring that the child understands what behaviour is unacceptable
- removal of free time during the school day in the form of a POR (Period of Reflection)
- removal from a class or group to see the Deputy Head, Head of Pre-Prep or Head
- loss of privileges
- confiscation of a possession that is inappropriate in the classroom
- an IOU (Improve Our Understanding) at Highfield which involves verbal and written reflection by the pupil about his/her behaviour with the Deputy Head Pastoral
- communication with parents or guardians via letters, emails or meetings
- involvement of external agencies, where appropriate (for example, the Police)

Periods of Reflections and Deputy Head IOUs are only used from Y4-8.

The following behaviour will not be tolerated at the School:

- Bullying, including racist, sexist or discriminatory bullying
- Improper behaviour towards a member of staff or another pupil
- Malicious damage
- Persistent disruptive behaviour
- Any form of peer on peer abuse
- Physical assault/ threatening behaviour
- Using pornography
- Racist abuse
- Sexual harassment or sexual violence, or any behaviour which seeks to normalise this
- Sexual misconduct
- Theft
- Violence
- Any other activity that is illegal under English law

EXCLUSION

Appendix 1 contains the Highfield and Brookham School Exclusion Policy.

COMPLAINTS

We hope that you and your child do not have any complaints about the operation of our Behaviour Policy; but copies of the School's Complaints Procedure can be seen on the website or can be sent to you on request.

5. PUPIL BEHAVIOURIAL SANCTIONS RECORD KEEPING

At Highfield and Brookham, a record is kept on CPOMS, an online system for record keeping. All incidents of negative or concerning behaviour are logged on CPOMS. Of particular concern will be the following types of incidents:

- Bullying, including racist, sexist or discriminatory bullying and cyber bullying

- Improper behaviour towards a member of staff or another pupil
- Malicious damage
- Persistent disruptive behaviour and/or breaches of School Rules
- Physical assault/ threatening behaviour
- Using pornography
- Racist abuse
- Sexual harassment or sexual violence, , or any behaviour which seeks to normalise this
- Sexual misconduct
- Theft
- Violence
- Any other activity that is illegal under English law

Any sanctions imposed must conform to those set out in the school's Policy on Discipline and Exclusions.

It is the policy at Highfield and Brookham to keep all pupil records securely until the former pupil has reached the age of 25, when the records will be destroyed. They will not be disclosed to any third party, unless required by statutory regulations.

6. SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Set out your approach to anticipating and removing triggers of misbehaviour below. Your approach may include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism

- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

APPENDIX 1

HIGHFIELD and BROOKHAM SCHOOL EXCLUSIONS POLICY

All schools have the legal right to impose reasonable sanctions if a pupil misbehaves. Physical punishment is illegal. DCFS guidance advises that sanctions that a school might use include: a reprimand, a letter to parents or guardians, removal from a class or group, loss of privileges, confiscation of a possession that is inappropriate in the classroom, detention, or exclusion. Exclusion, whether temporary or permanent, is a last resort. Permanent exclusion is used only in the most serious circumstances.

What Behaviour Merits Exclusion?

Examples of such behaviour include

- Drug abuse
- Alcohol abuse
- Theft
- Consistent bullying
- Physical assault/ threatening behaviour
- Fighting
- Sexual harassment or violence
- Racist abuse
- Sexual misconduct
- Damage to property
- Persistent disruptive behaviour
- Parental behaviour

Permanent exclusion will be applied only if the behaviours described are persistent and when all other reasonable steps have been taken to address the pupil's behaviour and attitude and have failed, or represent such a serious breach of school rules that the Head, in accordance with all published school policies and the school's Standard Terms and Conditions, deems it inappropriate for the pupil to remain a member of the school community. Permanent exclusion will also be used as a response to extreme acts of violence and defying criminal law.

Procedure Followed in the Event of Behaviour that Could Merit Exclusion

In the first instance the key considerations are as follows:

- What exactly is the allegation?
- What information is available and what further information is required?
- Is anyone at risk (i.e. do the police or social services need to be informed?)
- The rules of natural justice dictate that, where possible, a different person should conduct each of the following stages – interviews with witnesses and general investigation of the allegations, the hearing; and the appeal.

Investigation

The investigation involves the gathering of information, usually by the Head of Phase or depending on the allegations, the Deputy Head Pastoral. Before a decision can be fairly taken, it is essential to establish the facts. Statements will be taken from all pupils and staff who were involved in, or witnessed, the incident. Another adult will always be present when pupils are being interviewed by the person charged with the investigation.

Parents will be informed after initial investigations have been made and sufficiently in advance of any hearing to allow them time to prepare for that hearing. Where it is deemed appropriate by the Head to suspend a pupil pending the outcome of a disciplinary process, then it will be necessary to inform the parents immediately of this, and in the case of a boarding pupil, discuss arrangements for their 'internal suspension' if the parents are not able to collect their child immediately. In cases where Social Services or the Police become involved, parents will be informed as soon as possible.

Hearing

Once the information gathering stage has been completed, a hearing will be held. The hearing will generally be heard by the Head and attended by the pupil, parents, a note taker and any other person required (e.g. witnesses or the member of staff who carried out the investigation). The hearing will be conducted as follows: the evidence will be presented; pupils and parents will be given the opportunity to present their case; there will be further opportunities for the Head to ask questions; she will then adjourn and inform parties of the decision in writing, preferably within one school day of the hearing. The letter will state the decision in relation to the charge, the sanction, when it takes effect, the reasons and to whom the parents may appeal and the deadline within which they must do so.

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Reviewed by PGSE/AK April 2019

Reviewed by PGSE / AB August 2021

Reviewed by SC / AB August 2022

Reviewed by SC/VL July 2023

APPENDIX 2

HIGHFIELD and BROOKHAM SCHOOL: FURTHER EXAMPLES OF REWARDS

Without doubt, pupils thrive on praise, the thrill of success and the glow of recognition. Praise rewards the deserving, can inspire those who may be struggling and can motivate those who may be disenchanted. As such, finding ways to reward and celebrate positive behaviours and achievements lies at the heart of our day-to-day care of our pupils.

Rewards take a variety of forms both formal and informal, public and discrete. However, at the core of this is the need for rewards to be consistent and sincere.

At Highfield we are always keen to reward good behaviour and academic achievement, while recognising our responsibility to discourage poor behaviour and deliberate lack of academic effort. Outlined below are the methods we employ to reward or discipline our pupils.

Rewards:

House Points

Every child receives House Points throughout the week, and these are collected in diaries (Year 4 and 5), and electronically in Years 6-8. These are then totalled each week by the Form Tutor and sent to the Atrium. Form Tutors are required to monitor their tutees marks; they are encouraged to send home 'Positive Postcards' home, to include parents in their child's praise. In Year 3, Dojo points are awarded which are then translated to House Points.

These House Points feed into the House cumulative totals and these are read out by the Head in the Friday weekly Celebration Assembly at which the whole school and all staff must be present.

The School also operates a 'Spirit of Highfield and Brookham' award, from the Head, which is given to a pupil who has gone above and beyond in their approach to others and to the School Community. Form Tutors also recognise their own Tutee of the Term which is awarded at House Supper at the end of term for Years 6-8; younger years will do the same during Form Period.

Positive praise – verbal and written

Verbal praise is undoubtedly the most immediate, effective and rewarding feedback for a child. It works wonders on the self-esteem, as well as the production of further good work. Positive praise should be used liberally, yet sincerely, in the classroom when things are going well and feature regularly in written comments on pieces of work. At Highfield, it is believed that praise is at its most effective when focused on the process that has led to the attainment, rather than on the attainment alone.

Stickers, smiley faces and stamps

Remember, even Year 8 are still children! You will be amazed at how much children of all ages love receiving a little stamp, smiley face or sticker in their exercise book and what a positive effect this has on their motivation and self-esteem. The method of providing this sort of reward is all about knowing your target audience, as some children love finding these discretely placed within their books, whilst others enjoy the more public acknowledgement within their lesson.

Highfield and Brookham Head's Commendations

Head's Commendations are awarded at the discretion of any teacher for an exceptional piece of work, consistent excellent work or considerably improved work. For example, a child may receive a Head's Commendation for

consistently going above and beyond with their English preps, making an excellent Viking Longboat, or making outstanding progress with the acquisition of global location knowledge in Geography. Head's Commendations consist of a certificate, which is awarded in the whole school Celebration Assembly. Wherever possible, the child's work is also shared and celebrated with the school as part of the assembly.

Colours

Colours are awarded for excellence in Art, Design Technology, Drama, Music and Sport, at the following times:

- Year 4 – Junior Colours
- Year 6 – Middle Colours
- Year 8 – Senior Half and Full Colours

Upon receipt of Colours, children are awarded with a Colours badge during a whole school Celebration Assembly.

In order to receive Colours in any of the aforementioned areas, the following core criteria must be met:

Achievement

- The child will demonstrate high ability in the subject and perform consistently above expectations for their age group.
- They will display consistent commitment to the enhancement of their skills.
- The successful achievement of a scholarship and/or a strong showing at assessment will also lead to the award of Colours in the relevant subject area, although this is not a prerequisite for Colours to be awarded at other times.

In Drama, children may receive their Colours for an outstanding contribution to the technical side of a production in the school rather than for acting performance consistently above expectations for their age group. In Music, Colours are not awarded for Music exam success as we have a cup for this.

Attitude

- They will display an exemplary attitude towards learning, therefore maximising opportunities for development within the subject area.

Services

- They will provide exceptional services to the subject and be an ambassador for the subject both in and out of lessons.

In Year 8, Half Colours may be awarded to pupils who are meeting three out of the four main criteria above.

Sport Endeavour Awards

The display of a consistently exemplary attitude towards learning in both Games sessions and matches, leads to a child receiving a Sports Endeavour Award. These are presented in a whole school Celebration Assembly and take the form of a certificate. Particular areas of focus for coaches, when looking to make an award include:

- Effort
- Attitude
- Commitment
- Teamwork ethic
- Sportsmanship
- Support of team mates

***Grades** should not be used as an 'academic reward!' They are a criterion based assessment of a child's achievement and effort and as such must be used consistently and accurately. A child may well therefore have got lots of positive praise in his or her exercise book, a number of smiley faces and ticks, some Plus Marks for improvement and a Head's Commendation for effort in Preps but still get a '4' in their Grades. Pupils who are not achieving the expected level in a Year Group but are being 'rewarded' for trying with a 3 or 2 in their Grades are being misled and we mislead ourselves.*

Spirit of Highfield Award

A Spirit of Highfield Award can be made at the discretion of any member of staff. These awards are made for exceptional community spirit, kindness above and beyond, selflessness and superb role modelling, for example. A Spirit of Highfield Award consists of a certificate awarded in the whole school Celebration Assembly. Two Good Marks (Years 4 to 6) or two Merit Marks (Years 7 and 8) are awarded alongside this and the reason for the award is also shared and celebrated with the school as part of the assembly. Examples of the sorts of things that children have received a Spirit of Highfield Award for include: donating many of their toys to children who are less fortunate; caring for another child who was hurt and upset; and, volunteering their free time to help a member of staff with an event.

Form Tutor Highfieldian of the Term (Years 6 to 8)

This is given to someone who has gone above and beyond what is expected, who has shown real community spirit and who has impressed their Form Tutor. Prizes for this are always edible and are accompanied by a citation written by their Form Tutor.

Tutees Highfieldian of the Term (Years 6 to 8)

This is voted for by members of a form for someone who has enveloped our School Values, or someone who they feel may have faced difficulty or adversity. Prizes for this are always edible and are accompanied by a citation written by their Form Tutor.

HOUSE COMPETITIONS

The House Competitions form an integral part of our rewards system and are highly popular with our pupils, with their anticipation and response always proving a real highlight of the Celebration Assembly.

First, Second and Third position in the Houses competition are announced on a weekly basis.

At the end of term, The House Conduct and Endeavour Cup is also awarded to the House with the highest number of points. The winning House receives a 'House Party', where they are able to celebrate with all members of their house across Year 4-8.

Academic Sanctions

Any sanction for work produced by a pupil that is below that expected for the pupil by the teacher, after consideration of personal circumstances, Special Educational Needs and other contributing factors should only be given after all lines of positive encouragement and reward for work that is good have been used and have failed to produce work with which the teacher is satisfied.

Children, as a rule, 'want to please', 'want to succeed' and 'want to produce their best'. It is important to remember that the children we are teaching are still very young and therefore need a lot of guidance, need to be frequently reminded of what is required and will be affected in their work by seemingly slight changes in circumstances inside and outside the classroom.

Sanctions for unsatisfactory work should therefore be used with great caution. The School has historically thrived on a culture of praising the positive rather than punishing the negative and this culture needs to be retained.

What to do if a child produces unsatisfactory work during a lesson

Whilst children are working during the lesson the member of staff teaching should be proactive in checking pupil's progression. The pupil should not be put in a position where they have worked all lesson only to be told at the end that their work is unsatisfactory.

The Classroom Teacher should, of course, firstly check that a pupil understands the task and has the ability to complete the task set. Many pupils with Specific Educational Needs require multistage tasks broken down for them and need instructions repeating a number of times for them to understand. **Check if the child has an IEP** and whether you are taking this IEP into consideration in your teaching.

Make sure you are not being too ambitious in the setting of your task, does the child simply need longer to complete the work, if so work this into your teaching plans for next lesson; even the most experienced teacher gets the planning of the timing of their lessons incorrect!

Make sure you are aware of any external circumstance that may be affecting a child's performance. Make sure you have attended Briefing to hear about any current issues affecting specific children, read the Day Book, be aware of what else is happening around school that day.

If after all avenues of help and encouragement have been exhausted and in consideration of any other mitigating circumstances that may be affecting their current attention, effort or performance you are confident that the child's work remains below that which they can produce then you may start to consider a 'minus mark', or PoR.

Under no circumstance should a child be removed from a classroom during a lesson as a sanction. If a member of staff feels that they are unable to continue with the teaching of their class with a particular pupil present then they should send a pupil to fetch either, the relevant Head of Year or the Deputy Head. **Pupils causing concern should not themselves be sent to another member of staff during the lessons.**

Children for whom positive strategies have failed to produce acceptable work during a lesson must in the first instance be warned that they will be expected to complete this work in their own free time, or during 'Catch-up time' during specific lunchbreaks. (This warning may alone be enough to encourage the pupil to improve the work)

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