



BEHAVIOUR, RELATIONSHIPS & REWARDS POLICY

Date: September 2024

Review Date: September 2026

Highfield Middle School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We believe that positive learning behaviours are fundamental to success in the classroom for both pupils and teachers. Positive behaviour results from excellent relationships between adults and children and a well-planned and delivered curriculum that stimulates pupils to learn, ask questions and challenge themselves. Behaviour for learning is behaviour which encourages learning to take place. Positive behaviour needs to be taught, modelled, expected and praised. Poor or unacceptable behaviour needs to be challenged.

Children learn best and feel safe and secure in an ordered environment. This can be achieved when expectations of learning and behaviour are high and behaviour management techniques are consistently applied throughout the school by all members of the school community. This policy reflects the government's ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and are in a calm, safe, and supportive environment that brings out the best in every pupil. [Guidance August 2024](#)

This policy reflects our vision, school aims and values which include:

- Establishing excellent relationships between all members of our community so we can all work together to create a learning environment where everyone achieves their best outcomes.
- Ensuring that all pupils are treated fairly and shown respect.
- Ensuring all staff and pupils are aware of the very high standards of behaviour that are expected of them, and take responsibility for promoting these high standards.

- Helping pupils develop life skills including self-regulation and respect for others.
- Building a community which values and models kindness, tolerance and empathy.
- Teaching pupils that all actions have a consequence (positive or otherwise).
- Using restorative approaches.

Aims of the Policy:

To provide simple, practical procedures for staff and pupils that:

- Recognise and positively reinforce behavioural norms;
- Promote self-esteem and self-discipline;
- Teach appropriate behaviour through positive interventions;
- A focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences).
- Encourage pupils to be responsible for their own behaviour.
- Self-management of behaviour and reflection on behaviour choices made. Any poor behaviour is a result of the choices made.
- Recognise, acknowledging and rewarding pupils for their positive choices and when demonstrating positive behaviour for learning.
- Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour.
- Adopt a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly.
- Create a positive climate for learning and to create more awareness of how to self-regulate.

1. Consistency of approach

In implementing this Behaviour, Relationships and Rewards policy, Highfield Middle School acknowledges the need for consistency.

- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up at all levels. Teachers take responsibility for behaviour interventions and seek support when needed (but do not delegate responsibility).
- Consistent reinforcement: routine procedures for reinforcing, encouraging and celebrating positive behaviour.
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent expectations: referencing and promoting appropriate behaviour.
- Consistent respect from the adults: even in the face of disrespectful pupils.
- Consistently reinforced routines for behaviour around school and in the classroom.

“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where pupils feel treated and valued as individuals, they respect adults and accept their authority.” Paul Dix

2. Responsibilities and Expectations

All members of our school community have the right to:

- feel secure and safe;
- feel happy and be treated with kindness and understanding;
- be treated fairly and consistently;
- be listened to (at an appropriate time);
- be treated with respect and politeness;
- be treated with empathy.

2.1 All staff will:

- Refer to our Highfield points system and the behaviour they expect to see: pupils who are ready to learn, make a contribution, show respect, make an effort and achieve in lessons.
- Model positive behaviours and build relationships and act as positive role models.
- Plan and support lessons that engage, challenge and meet the needs of all pupils.
- Be calm and “give take up time” when going through the steps - prevention before sanction.
- Follow up every time, retain ownership and engage in reflective dialogue with pupils.
- Implement the policy in a consistent and fair manner.
- Record all incidents on Bromcom.
- Never ignore or walk past pupils who are making or displaying poor behaviour choices.

All staff can expect:

- Support from parents/carers, Senior Leaders and governors in implementing the policies of the school.
- A safe, secure and orderly environment in which to teach and carry out other aspects of their work.
- To be well informed about pupils for whom good behaviour is a problem.
- To be treated with respect and dignity by pupils, colleagues, governors and parents/carers.

2.2 Pupils will:

- Resolve conflicts amicably with other pupils.
- Obey the school and classroom rules at all times.
- Contribute to the creation of a safe environment for all.
- Challenge unfair treatment by other pupils and reporting incidents.

Pupils can expect:

- A safe, secure environment free from fear of violence or threats.
- To be treated with respect and dignity.
- That the policy will be applied fairly to all pupils.
- To have their feelings and views considered.

2.3 Parents/Carers will:

- Act as positive role models for their children.
- Encourage independence and self-discipline.
- Make children aware of appropriate behaviour in all situations.
- Be aware of the school rules and expectations.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Work with school staff to resolve conflicts.
- Encourage their children to avoid physical conflict of any kind.

Parents/Carers can expect:

- To be kept informed of any problems that occur involving their children.
- To be involved in consultation about, and the resolution of, these problems.
- That their children will be safe, secure and cared for.
- To be treated with respect and dignity in their dealings with the school.

2.4 Senior leaders will:

- Be a visible presence around the school.
- Celebrate staff and pupils whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support staff in managing pupils with more complex needs or negative behaviours.

3. Rewards

Research indicates that rewards/praise for good behaviour/effort in class have positive and motivational effects on raising and maintaining general standards of behaviour.

Praising children also raises self-esteem, reinforces appropriate behaviour, helps them to learn to accept praise with good grace and appreciate their strengths, enables them to recognise the success of others and helps them to become positive members of society.

Every opportunity should be taken to give praise for effort and good behaviour, to celebrate and reward achievement at every level of attainment through the school's 'Highfield Points' system. It is important to communicate positive achievements in these areas to other staff and to parents.

Year Leaders should take the opportunity regularly to praise and reward children in their care and to use the rewards available to them.

The school provides a wide variety of opportunities to do this through:

- Positive comments in class and/or reinforcement at the end of lesson.
- Highfield Points awarded. Parents are informed of the house point and reason via Bromcom.
- Positive referral to other staff, for example the class teacher, subject coordinator or leadership team.
- A note home to parents in the homework diary
- A phone call home to parents.
- Parents' Evenings– use these as a means of praising where appropriate.
- Praise postcards sent home to celebrate success.
- Achievement certificates awarded in year group assemblies e.g., Doodle Maths certificates.
- Annual achievement awards.
- Trips & visits (beyond curriculum visits).

Praise can be linked to effort, contribution, co-operation, teamwork, respect for others, being organised and ready to learn, and personal achievement.

Praise should be given when:

- it is above the standard for that group (class, form, year, school)
- it is above the standard for that child
- it is of a consistently good standard

4. Managing Daily Behaviour in the classroom

“The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does.” Paul Dix

Practical steps in managing and modifying poor behaviour

Engaging with learning is always the primary aim. For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. Although there

are occasions when more is necessary, every minute a pupil is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. **Staff should always and consistently in every lesson praise the behaviour they want to see.**

Pupils are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the stages below for dealing with poor conduct and wrong choices. All pupils must be given “take up time” in between steps.

Stages of behaviour

If a child has an individual behaviour plan this should be followed.

1 – Redirection

- Positive reinforcement of other children around them e.g. “Thank you X for ...
- A visual cue to the child that you want them to make a good choice. This could include:
 - a ‘look’
 - a visual point to what you expect.

2 – Reminder

- A clear reminder of the expectations, delivered privately wherever possible. The adult makes the pupil aware of how to correct their behaviour. The pupil then has a choice to do the right thing.
- Learners will be reminded of their good previous conduct to prove that they can make good choices. Give the pupil take-up time.
- Praise them when they positively change behaviour, acknowledging the positive change.

Stage 2 can be repeated at the teacher’s discretion if it is considered appropriate.

3 - Reflection 1

- If the behaviour continues, the pupil is given a Reflection point (-1)
- The pupil is instructed to return to discuss their behaviour in a brief restorative conversation - either at the end of the lesson, or the next available opportunity (eg. break, lunch, end of day). During this conversation, scripted approaches may be used.
- Boundaries are then reset, pupils are reminded of their previous positive conduct / attitude / learning and the lesson continues.
- If negative behaviour continues, a ‘Reflection 2’ (-2 points) is issued.
- If a child fails to attend the restorative conversation, a ‘Reflection 2’ (-2 points) should be issued.

- When a child has received 10 R1's (and every 10 R1's subsequently) they will be required to attend an after-school detention.

4 - Reflection 2 (lunchtime detention)

- If the behaviour is not rectified through 'Reflection 1' or a child displays non-negotiable behaviours (see below), the pupil is given a 'Reflection 2' (-2 points). This automatically results in a lunchtime detention with SLT at the next available opportunity.
- Boundaries are then reset once more and the lesson continues.
- A member of SLT will hold a restorative conversation with the child at lunchtime in Reflection Room. All lunchtime detentions will last for half an hour.
- Staff are encouraged to join the SLT member during the restorative conversation where possible.
- If the behaviour persists so that the lesson cannot continue, despite final opportunities to engage, in rare instances it may be necessary to diffuse a situation by asking a child to take time out of the classroom to reflect. The teacher should invite the child back into the lesson after 3-5 mins maximum. Boundaries are then reset once more and the lesson continues.
- When a child has received 3 R2's (and every 3 R2's subsequently) they will be required to attend an after-school detention.

The member of staff who dealt with this incident is required to log incidents on Bromcom, including a brief comment to describe the behaviour.

5 - Removal

If the step above is unsuccessful, or if a pupil refuses to take a time out then a member of SLT will be called and the pupil will be removed from the classroom. The pupil will work with a member of SLT. If a child has been out of class and not completed their work, they are expected to complete their work during lunchtime reflection with a senior leader. This will also be used as a reflection time where the adult will discuss with the child the choices they made and how this can be improved.

Staff will always deliver any of the above sanctions calmly and with care. It is rarely effective to confront poor behaviour with anger.

6 - Non-negotiable behaviours

If a child displays a non-negotiable behaviour, they will receive a '**Reflection 3**' and be expected to attend an after-school detention. No warnings need to be given for this consequence. Depending on the severity of the behaviours shown, the consequence may be escalated to an internal exclusion or fixed term suspension. This decision will be made by the Senior Leadership Team.

Examples of non-negotiable behaviour include:

- Sexist / racist / homophobic / disablist comment
- Physical aggression towards an adult or child
- Verbal aggression or abusive language towards an adult or child
- Bullying
- Deliberate and significant damage to school property
- Persistent defiance to follow instructions
- Refusing to attend a lunchtime detention
- Persistently disrupting the learning of others

The member of staff who dealt with this incident is required to record the details on Bromcom, including a comment to describe the incident.

After-school detentions are not optional. Parents will be informed in advance via email.

5. The role of the form teacher

The form teacher has access to weekly behaviour and attendance records for all of their pupils. They should hold regular conversations to discuss progress, celebrate successes and encourage positive behaviour.

6. Supporting behaviour at lunchtimes

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, lunchtime staff will consistently 'catch children being good' and share this with them. Lunchtime staff may hand out house points to reinforce this message. Pupils who are displaying 'silly behaviour' should be spoken to first and given an opportunity to improve. If this continues, they should be given a short time out and asked to stand near the adult as a consequence. Serious incidents of non-negotiable behaviours should be addressed by staff and referred to the Senior Leader on duty in Reflection Room.

7. Restorative conversations

As part of our approaches to managing behaviour, a restorative conversation should take place with any pupil who reaches stage 3 or above. Sometimes it may include other adults/children. Staff may use a script for the restorative conversation to support effective discussion.

Questions may include:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?

4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

8. Positive Behaviour Report

If behaviour is consistently poor or becomes a cause for concern, parents will be informed and encouraged to work alongside school staff. A formal meeting may take place which will be led by the Head of Year. The child will be placed on a 'Positive Behaviour Report' involving agreed targets that will be monitored over the course of two weeks. This will be recorded (as a support event) on Bromcom.

9. Exclusions/Suspensions

The [government](#) recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities. '...government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.'

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected. Fixed term suspensions will be used in response to more serious breaches of behaviour expectations.

Parents will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the suspension. A reintegration meeting will be held before the pupil returns to school to discuss expectations and any support required.

For very serious offences, the head teacher will consider exclusion in line with statutory guidance. Only the Headteacher can exclude a pupil which must be for behaviour issues.

For a permanent exclusion it must be:

- in response to a serious breach or persistent breaches of the school's behaviour policy and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

For a permanent exclusion the governing body must convene a meeting within 15 school days from the date of exclusion to consider whether the pupil should be reinstated. They must invite the parents (who can be accompanied by a friend or representative) and the Headteacher. A representative of the Local Authority may also be invited to attend unless the parents do not want them to. In addition, where a pupil has an EHCP, the local authority may need to review the plan or reassess the pupil's needs, in consultation with parents, with a view to identifying a new placement.

10. Behaviour beyond the School Gate

We believe that it is the parents' responsibility to ensure that children are well-behaved outside school hours and in particular on their way to and from school.

Sometimes it may be necessary for school staff to address behaviour beyond the school gates. If sanctions are deemed necessary, they will be applied in line with the Behaviour, Relationships and Rewards Policy. This decision is at the Headteacher's discretion (or at the discretion of staff authorised by the Headteacher) in conjunction with DfE guidance.

11. Searching pupils

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal and legal drugs and stolen items. The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, tobacco and cigarette papers
- Vapes
- Fireworks
- Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be used to:

- Commit an offence
- Cause injury or damage
- Any item banned by school rules

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however harmful or detrimental to school discipline. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff.

12. Positive Handling

For Positive Handling and Reasonable force Highfield Middle School makes use of the DfE guidance: [Use of reasonable force in schools \(2013\)](#) Any force used should always be the minimum needed to achieve the desired result. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept on Bromcom. Parents will be informed of any incident where force or restraint has been used on their child.

13. Supporting pupils with SEND

For pupils with SEND, attachment needs or that have experienced trauma their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage. However, it is important to reinforce that there are consequences to behaviours and that a trauma informed approach to behaviour management does not dispense with consequences.

Using the zones of regulation approach may be used to help identify the child's feelings, triggers and appropriate way to respond.

All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's IEP (Individual Education Plan) and Pupil Passport. These documents should be used by teachers to understand what works and what doesn't work for that child. For example: if a child has ADHD and possibly has difficulty keeping calm and focussing, taking away their break or lunchtime could be detrimental to their behaviour for the rest of the day as they require physical time. There would have to be other steps/approaches in place for that child that should be followed. Behaviour scripts and systems can be adapted to suit the needs of individual pupils.

If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their IEP which will be monitored by the SENDCo and Head of Year. A child's triggers for negative behaviour need to be on their Pupil Passport so that everyone can be aware of these.

Complaints

If a parent is not satisfied with the manner in which their child has been sanctioned, then they should take the following action:

- Contact the relevant teacher – either via email or call the school office
- Arrange an appointment with the form teacher and/or Head of Year
- Arrange an appointment to see the Deputy Headteacher or Headteacher.

If, after following the steps above, parents are still not satisfied then they should refer to the school's Complaints Policy.

Policy Review

This Policy will be reviewed as and when necessary, in response to any statutory updates. In the absence of any such changes, the policy will be reviewed on a two-yearly cycle.