

Relationships and Respect Policy Guidance

At Highgate Wood School we know that everyone through their everyday behaviours has the capability to demonstrate our school motto that Everyone Matters, Everyone Achieves. We seek to develop and nurture a culture of high expectations where our students and staff are inspired to be confident and open-minded in a caring school community. A culture where we support students to achieve our values. A culture based on mutual respect, and one where we first look for the positives within everyone whilst expecting excellent conduct from all students and staff.

The following behaviour policy guidance is drawn from our behaviour policy and is designed to ensure a shared understanding and consistent approach from all staff to achieve our desired culture.

Our school motto is underpinned by our four key character values, known as The 4Cs. The 4Cs can be applied to every positive choice, every positive action, and every positive interaction in school.

1. The 4C Rules

Consideration

1. We respect and care about others – we are kind
2. We respect our school and environment

Courtesy

3. We are polite and respectful to all members of our HWS family; we say please and thank you
4. We listen to others when they are speaking and listen before we give our own opinion

Cooperation

5. We follow instructions the first time
6. We arrive to school and to lessons on time

Contribution

7. We are equipped and prepared for learning
8. We work hard in lessons, participate positively and always do our best
9. We go above and beyond to contribute to our HWS family

All students and staff are expected to demonstrate these values. All staff must focus on identifying and commending students who are demonstrating The 4Cs values. Staff members will use positive reinforcement to recognise and reward students who are demonstrating The 4Cs, and to support those who need help to achieve our values. Staff should maintain a positive, kind and caring demeanour in all interactions with students.

2. HWS Classroom Routines

HWS Expected Classroom Routines		
At the start of lessons:	During lessons:	At the End of Lessons:
<ul style="list-style-type: none"> • We greet each other at the door with courtesy • Students enter the room and are swift to settle • Students start the first activity immediately 	<ul style="list-style-type: none"> • Students are silent and listening unless otherwise instructed • Students are engaged in learning activities and contribute positively • Students do their best and cooperate at all times 	<ul style="list-style-type: none"> • Students pack away, clear their table and floor, showing consideration for the next class • Students stand silently behind chairs ready for dismissal • Students leave in a staggered, orderly and calm way, entering the corridor quietly

3. Our Rewards

The role of rewards in recognising and promoting our 4C values is a key part of developing the potential of young people by giving encouragement and praise. Praise is a key component of good teaching and good staff/student relationships. Good behaviour is also best promoted and developed by drawing attention to and rewarding well-behaved and hardworking students. Praise needs to be used appropriately, sincerely and linked to students demonstrating our 4C values.

Our staff will use our language of The 4Cs when praising and commending our students when they demonstrate our 4C values. For example:

‘Student A, well done for showing consideration there when you were kind and respectful towards Student B. That means you will receive a Consideration merit.’

The positive demonstration of the school’s ethos and values by Highgate Wood School students is recognised and celebrated in many different ways, including verbal praise, positive feedback, praise cards, emails and phone calls home, classroom displays and in-class rewards. Predominantly, our rewards system centres on the awarding of Achievement Points (or Merits).

The 4C Value		4C Achievement Point (Merit)
Consideration	C1	Consideration – demonstrated kindness, respect, or care for others
		Consideration – demonstrated respect for our school and our environment
Courtesy	C1	Courtesy – demonstrated politeness and respect to members of our HWS family
		Courtesy – demonstrated good listening to others when they were speaking
Cooperation	C1	Cooperation – demonstrated good punctuality to school and to lessons
		Cooperation – demonstrated an ability to follow instructions the first time
Contribution	C1	Contribution – always equipped and prepared for learning
		Contribution – demonstrated an ability to work hard in lessons, participate positively and do your best
		Contribution – demonstrated an ability to work hard with homework
	C3	Contribution – went above and beyond to contribute to our HWS family

4. Our Sanctions

We will support our students who are experiencing behavioural, emotional or other difficulties that might impede self-regulation and effective learning. We believe the most effective way of managing behaviour in the first instance is to highlight, praise and reward good behaviour and using positive reinforcement to achieve this. However, there are occasions and circumstances when other support is required.

When a student does not demonstrate The 4Cs		What the teacher will do:
Step 1		First expectation reminder: <ul style="list-style-type: none"> Use our 4C language to identify the 4C rule that is not being followed or demonstrated, e.g. ‘Student A, you did not demonstrate courtesy as you didn’t listen to Student B when he spoke.’ This could be a quiet word which redirects the student to the expected 4C rule Write the student’s name on The 4C Value Poster (The teacher will look to recognise and praise the student when they have cooperated and demonstrated the expected 4C value)
Step 2	D1	Final expectation: <ul style="list-style-type: none"> Speak with the student outside the classroom or away from others Use our 4C language to identify the 4C rule that is not being followed or demonstrated, e.g. ‘Student A, you did not demonstrate courtesy as you didn’t listen to Student B when he spoke.’ Enter a C1 demerit for the 4C value that was not demonstrated (The teacher will consider moving the student seat. The teacher will look to recognise and praise the student when they have cooperated and demonstrated the expected 4C value)
Step 3	D2	Internal Relocation: <ul style="list-style-type: none"> Use our 4C language to identify the 4C rule that is not being followed or demonstrated Enter a C2 Relocation demerit for the 4C value that was not demonstrated (The teacher will arrange to see the student that day and will contact home)
Step 4	D3	Reflection: Contact The On Call Team to remove students immediately for: <ul style="list-style-type: none"> Violence, aggression, any form of discriminatory comments, failure to hand over a prohibited item, or failure to go to Internal Relocation Enter a C3 Reflection demerit for the 4C value that was not demonstrated (The teacher will attend the Reflection Room at next day to see the student, discuss the incident with their HOD/HOY and will contact home)
Sanctions	D1 demerits	End of Period 5 Reflection (10-minute)
	D2 demerits	End of Period 5 Reflection (10-minute) + Expected meeting with teacher + phone call home
	D3 demerits	Next Day Reflection Detention in Reflection Room 60-minute + Expected meeting with teacher + phone call home
		D3 Serious incidents will be investigated and could result in further sanctions D3 can also result for lateness to school and lessons and uniform infringements