

# West Exmoor Federation



## Behaviour Principles and Management Policy

Reviewed June 2016

# West Exmoor Federation – Behaviour Principles and Management Policy

Parents/carers are expected to read and support this policy and associated procedures as their supporting role will be essential in promoting the behaviour policy.

## Policy Aims

To promote a safe, caring co-operative ethos for effective teaching and learning.

To ensure that good behaviour will be maintained through the agreed procedure of rewards and sanctions.

To inform all parents/carers of the policy, its principles and the agreed procedures for rewards and sanctions.

To display the Code of Conduct or the Class Rules Interpretation of the Code of Conduct in each classroom and regularly bring it to the attention of the children.

To ensure appropriate behaviour management strategies are implemented to address the needs of particular children identified as having special education needs.

To seek advice from outside agencies (eg the education psychologist, the Behaviour Support Team, Social Services etc) and the Local Authority when deemed necessary.

To ensure that all adults working in the schools within the federation are aware of the policy and are consistent in following set procedures.

To prevent bullying by educating and changing attitudes.

To deal promptly with bullying within the guidelines of the Bullying Policy.

To promote the individual child's responsibility towards positive behaviour and attitudes, as a member of the school community.

## Principles Underlying Good Behaviour

### A. PARENTS/CARERS, HOME AND SCHOOL

Positive attitudes and appropriate behaviour begin at home long before the child starts school. The federation aims to establish and maintain high standards of behaviour in partnership with parents/carers throughout. Once the child starts school, good behaviour and progress depend very much upon the support and co-operation parents/carers give to the school and its policies. Behaviour that repeatedly causes concern and disruption will be communicated to the parent/carer and endeavours will be jointly made to address the issues.

### B. SECURITY AND HAPPINESS

The schools within the federation will help children to feel secure and happy, to be considerate towards adults and other children, and to make informed choices and decisions about their behaviour. The schools expect children to be respectful of the feelings and property of other people. Through the schools' Personal and Social Education Programmes, pupils will be encouraged to generate feelings of self-worth and mutual respect as they develop the necessary social skills to enable them to live and work together in a harmonious atmosphere. We also have a Thrive lead professional who is able to work with children who have emotional difficulties. Children joining the school are allocated a buddy, who ensures they are feeling happy and secure on entry to our school.

### C. FEDERATION ETHOS

The federations' ethos will encourage security, happiness and good communication between staff and pupils. Adults involved in the daily operation of the schools will behave as positive role models for the pupils. Staff will endeavour to be proactive rather than reactive in their behaviour management. Standards and procedures will be agreed between staff and pupils, with the expectation that they will be maintained in class and around the schools. Well understood and effective rewards and sanctions will be used consistently and fairly. Governors, teachers and parents/carers will co-operate to support this policy.

## D. REWARDS AND SANCTIONS

Children will be taught that there are positive consequences for keeping school rules and that there will be negative consequences for breaking them. There will be consistent high expectations of children's behaviour.

### Rewards

All pupils are given the opportunity to receive rewards and recognition for their behaviour, effort and achievement, inside and outside of school. The most common reward for all children for good work, positive effort and appropriate behaviour will be the praise of the teacher or adult working with the child. Rewards for pupils will include praiseworthy comments during lesson time and Assembly time which can be reinforced with the issue of Credits or House Points from teachers, MTAs or TAs. Earning fifty credits will result in receiving a Gold Star badge and certificate in Celebration Assembly. House Points will be counted on a weekly basis and the winning House given a special House cup at the end of each term.

Each week representatives from each class will be selected and awarded with a Celebration Assembly Certificate in recognition of their effort, accomplishments and improvement. Certificates will also be presented for specific items of Good Work. There will be a board in each school to include pictures of the children and celebrate their achievement.

Throughout the year, commendations and certificates are presented in Assembly by the Executive Headteacher or a member of staff, for attainment within extra-curricular activities. Children who win the Home Learning prize for homework will receive a family based prize.

### Sanctions

Inappropriate behaviour includes:

- Physical Aggression;
- Insolence or lack of respect for adults or children in school;
- Abusive or offensive language;
- Bullying (the willful, conscious desire or hurt, threaten or frighten someone through verbal or physical means);
- Intentional damage and misuse of property, school grounds, and learning materials;
- Repeated breaking of school, playground and classroom rules;
- Inappropriate behaviour in lavatories, cloakrooms and resource areas;
- Poor effort with attitude and application towards work.

### Sanctions Procedure:

- Verbal warning
- Name on the board
- Time out at lunchtime where the member of staff who has given the time out (wherever possible) conferences with the pupil on their actions and what could be done to improve their behaviour.
- Three time outs results in the issuing of a yellow card;
- Yellow card taken to House Captain and five house points deducted;
- Card also taken to Executive Headteacher and often a letter written home to parents/carers advising of incident.

All sanctions will be coupled with a period of reflection, mediation and reconciliation in line with the ethos of our schools.

### Further Action

For the vast majority of children it is expected that the stages described will establish positive and appropriate behaviour in school. When necessary, however, further steps will be taken by the Executive Headteacher. Except in exceptional circumstances these would be preceded by a meeting or a letter to the parents/carers as a "final warning".

1. Children who persistently misbehave at lunchtime will not be allowed on the school premises. Instead, parents will be asked to take responsibility for them during lunchtime. This arrangement can be for short periods or for an unlimited time as appropriate and will be recorded as exclusion.
2. For a small minority of children who do not respond to the aforementioned steps, the ultimate sanction is exclusion from school, either for a fixed or an indefinite period. A letter accompanies this action explaining procedures for appeal, and giving details concerning a possible return to school. In very rare cases children can be permanently excluded from school, after consultation with the governors and with the Local Authority. The purpose of exclusion is to indicate that, in these extreme cases where a child refuses to co-operate, it is the parents/carers, and not the school, who must bear the responsibility and seek a solution.

### E. JUSTICE

We aim to be fair and consistent in our use of the above sanctions. We investigate incidents as thoroughly as we can, seeking witnesses for check events when appropriate. Parents who think a sanction has been unjustly used should contact the Executive Headteacher to investigate the incident further.

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