



# Northam Schools' Federation

## Behaviour Policy 2019 20

### Behaviour Policy Principle

The Northam Schools' Federation is committed to creating the right atmosphere for children to work, grow and develop their individual potential. As an inclusive church school, all God's children are valued and we will strive to give all our pupils the right start in life to enable them to become competent and confident adults able to live their own lives and contribute to society. We will endeavor to provide a climate where children learn to co-operate with others; care for their peers and environment; and to respect the fact that not everyone looks, feels or thinks the same as we are all created in God's image. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

The core Christian value of love underpins all that we do at the Northam Schools' Federation. Through this, all members of our community, aspire to be, and encourage others to be, the best they can be: the person God created them to be. To achieve this we adhere to the values of our federation moto: *'To learn everyday, to help each other and be happy,'* by being **ready** to learn, **respectful** of others and staying **safe**.

### **Be ready, Be respectful, Be safe**

#### **At the Northam Schools' Federation we aim to:**

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour
- Use restorative approaches instead of punishment

#### **Purpose of the behaviour policy**

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

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

#### **All staff must:**

- Take time to welcome children at the start of the day
- Smile and model politeness
- Search out for and model Christian values to all children during the day
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to 'Be Ready , Be Respectful and Be Safe'

#### **The Executive Head teacher and The Senior Leadership Team must:**

- Be a visible presence around the federation
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours



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### Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm
- Demonstrate unconditional care and compassion

### Children want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be fair
- Be consistent
- Smile

## Behaviour for Learning

### The Northam Schools' Federation principle: 'Be Ready, Be Respectful and Be Safe'

It is crucial that all children feel safe, secure and happy in school in order for them to grow in confidence and achieve their full potential academically. This can only be done in an atmosphere where the ethos of the school is clear and explicit and which permeates every aspect of school life. As Voluntary Aided schools, with strong links with the church, Christian values form the basis of the whole federation ethos with the church, the federation and the community working together. High standards are set for behaviour where children are encouraged to be thoughtful, independent, creative and kind. We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our policy sets out the rules, routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

*"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."*

Paul Dix, Pivotal Education

The federation has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour support plans which will be developed by the class teacher and SENDCo. These plans will include rewards to reinforce positive behaviour.

In instances where bullying appears to be taking place, the anti-bullying policy procedures will be followed.



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### Parental Partnership

We give high priority to clear communication within the federation and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response.

The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher and SENDCo so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of our federation's life is encouraged and this assists the development of positive relationships.

Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan alongside our SENDCO who will coordinate any intervention needed to ensure the child is able to access the curriculum. Any further action will be discussed and communicated clearly. Good behaviour is also reported to Parents.

#### How can parents and carers help?

- By behaving in a respectful manner whilst on the federation sites.
- Informing the schools of any change in circumstances or of incidents or problems which occur which may affect their child emotionally.
- Ensuring that children wear school uniform
- Ensuring that children arrive at school punctually.
- Reminding children of the importance of appropriate behaviour in school and ensuring that pupils behave well on the federation sites whilst under their care.
- Ensuring that siblings follow the rules when visiting the federation.

### Our whole-school approach

Our Rules	Visible Consistencies	Over and Above Recognition
<ol style="list-style-type: none"> <li>1. Be Ready</li> <li>2. Be Respectful</li> <li>3. Be Safe</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily meet and greet</li> <li>2. Persistently catching children doing the right thing</li> <li>3. Picking up on children who are failing to meet expectations</li> <li>4. Praising in public , Reminding in private</li> <li>5. Consistent language</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognition boards</li> <li>2. Certificates</li> <li>3. Stickers</li> <li>4. Phone call/text home</li> <li>5. Verbal praise</li> <li>6. Notes home</li> <li>7. SLT praise</li> <li>8. Class Rewards</li> <li>9. Show work to other adults</li> <li>10. Head Teacher award</li> <li>11. Family Group celebration</li> </ol>

<b>Stepped Boundaries</b> - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	<p>I noticed you chose to ..... (noticed behaviour)  This is a REMINDER that we need to be (Ready, Respectful, Safe)  You now have the chance to make a better choice  Thank you</p> <p style="color: red;">Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you.'</p>
2. WARNING	<p>I noticed you chose to ..... (noticed behaviour)  This is the second time I have spoken to you.  You need to speak to me after the lesson so that we can discuss this further.</p> <p>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc ..... ) (learner's name),  Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you</p> <p style="color: red;">Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you.'</p>
3. TIME OUT	<p>I noticed you chose to ..... (noticed behaviour)  You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)  Playground: You need to .....(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc)  I will speak to you in two minutes_(no more than 10 minutes)</p> <p style="color: red;">Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p style="text-align: center;"><b>*DO NOT describe child's behaviour to other adult in front of the child*</b></p>
4. FOLLOW UP - REPAIR & RESTORE	<ol style="list-style-type: none"> <li>5. What happened? (Neutral, dispassionate language.)</li> <li>6. What were you feeling at the time?</li> <li>7. What have you felt since?</li> <li>8. How did this make people feel?</li> <li>9. Who has been affected? What should we do to put things right? How can we do things differently?</li> <li>10. Is there a natural consequence?</li> </ol> <p>The natural consequence may require the child to catch-up on missed work during their lunchtime, spend some time reflecting on their behavior, fixing something they have broken etc.</p>
<p><b>*Remember it's not the severity of the consequence, it's the certainty that this follow up will take place that is important.</b></p>	

### Consequences *should*

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

### Adult Strategies to Develop Excellent Behaviour

- IDENITIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we expect
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

### Language around Behaviour

At The Northam Federation, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group. Incidents are logged in the class file at the staff member's discretion.

### BEHAVIOUR PATHWAY



- Reminder
- Warning
- Time Out
- Follow up/Reparative Conversation
- Consequence

*Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below:*

- Sent to SLT/DHT/HT
- Parents phoned
- Parents called to school
- Internal exclusion
- Exclusion

### Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child. These children will have bespoke plans.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and by trained staff only. *Appendix A*

The school will record all serious behaviour incidents on CPOMS .

Exclusions will occur following extreme incidents at the discretion of the HT. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day seclusion with a member of the SLT or the Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

### **Physical Attacks on Adults**

At The Northam Federation, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves. Only staff who have been trained in physical restraint should restrain a child.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing federation that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

### **Permanent Exclusion**

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort. In all instances, what is best for the child will be at the heart of all our decisions.

## Appendix A - PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

### Key Points

#### 1. Definitions

**Reasonable force'** - actions involving a degree of physical contact with pupils; it can be used to

Prevent pupils from hurting themselves or others, damaging property, or causing disorder

**'Force'** can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury

**'Reasonable in the circumstances'** means using no more force than is needed

**'Control'** is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom

**'Restraint'** means to hold back physically or to bring a pupil under control

#### 2. The Legal Position

##### **Who can use reasonable force?**

All members of the federation staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying children on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

#### 3. When can physical force be used?

##### **Schools can use reasonable force to:**

Remove disruptive pupils if they have refused to follow an instruction to leave

Prevent a pupil:

- who disrupts a school event, trip or visit
- leaving the classroom where this would risk their safety or disrupt others
- from attacking someone

Restrain a pupil at risk of harming themselves through physical outbursts

**Schools cannot use force as a punishment – this is always unlawful.**

The school will record all serious behaviour incidents on CPOMS