



STATUS: APPROVED

APPROVED BY: GOVERNING BODY

DATE:

The Northam Schools' Federation St George's C of E (VA) Infants and Nursery School and St Margaret's C of E (VA) Junior School School Behaviour Policy

Introduction

This policy details the approach to behaviour management in our Schools. It has been developed by the whole staff and approved by the Governing Body. The policy and our expectations have been communicated with parents.

At the Northam Schools' Federation we endeavour to:

- Create the right atmosphere for children to work, grow and develop their individual potential, helping them to become competent and confident adults able to live their own lives and contribute to society.
- Provide a climate where children learn to co-operate with others, care for their peers and environment and respect the fact that not everyone looks, feels or thinks the same.

Rationale

This policy is designed to support the way in which all members of our school community live and work together. The federation schools provide a safe, caring, positive and stimulating environment that promotes the physical, social and moral wellbeing of the individual child. We nurture a spirit of partnership between all members of the school community. We listen to our children and start from an understanding of their needs, views and experiences. Children are treated consistently with courtesy and respect and we actively strive to ensure that every child is fully committed to respecting the welfare of other members of the school community.

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 and where the content of the curriculum is well matched to meet pupils' needs.

As Voluntary Aided schools, with strong links with the church, we expect to see Christian values forming the basis of the whole school ethos with the church, the school and the community working together. High standards are set for behaviour where children are encouraged to be thoughtful, independent, creative and kind.

This behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Aims and objectives

The aim of this policy is to set out agreed principles and practice relating to the behaviour of children in our schools. All staff at St George's and St Margaret's will be familiar with, and adhere to, this policy.

Through implementation of this policy we will:

- Encourage a sense of belonging to our school community.
- Establish consistent expectations with regard to behaviour within the federation's community.
- Raise self-esteem, promote respect, consideration and care for themselves, others and for the federation environment.
- Create a purposeful environment where children value the opportunity to learn and understand what it means to respect themselves and others.
- Encourage mutual pride in positive achievement.
- Establish a transparent, structured and consistent response system which includes agreed rewards and sanctions designed to promote positive behaviour and help children make appropriate choices.
- Encourage active engagement of parents and families in promoting positive behaviour.
- Help children to become reflective, responsible citizens and develop a passion for life-long learning.

Adults will support children in following the behaviour policy by:

- Dealing with each case of poor behaviour sensitively using the THRIVE vital adult-child relational functions of calming, soothing, attuning, validating and containing.
- Using THRIVE, SEAL materials, the PSHE curriculum and circle time as ways of promoting good behaviour and caring attitudes.
- Always treating one another with respect, thus providing a good role model for children.
- Always treating children with respect.

- Promoting positive values and attitudes through their teaching, encouraging self discipline and helping children to respect themselves and others and the world around them.
- Being explicit with regard to expectations.
- Always giving children the opportunity to make an appropriate choice.
- Acknowledging and celebrating positive behaviour.
- Engaging children in establishing and displaying class rules/agreements.
- Recording incidents accurately and succinctly and ensuring information is shared with relevant parties.
- Working positively in partnership with parents and informing them of children's progress.
- Implementing the federation's anti-bullying policy pro-actively and rigorously.

Roles and responsibilities

All members of staff are required to share the responsibility of guiding our children in their behaviour.

THE ROLE OF THE HEADTEACHER

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.
- The Headteacher reports to the governing body on the behaviour and safety of pupils.

THE ROLE OF GOVERNORS

- The governing body has the responsibility of setting down these guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
- The Headteacher has the day-to-day authority to implement the federation behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

- The governing body supports the review of the Behaviour Policy.

THE ROLE OF PARENTS/ CARERS

- The federation works collaboratively with parents/ carers, so children receive consistent messages about how to behave at home and at school (see Home School Agreement).
- We explain the vision and values of the federation in the individual school prospectus and we would hope that all parents would support these.
- We expect parents/ carers to support their child's learning and to co-operate with the federation. We try to build a supportive dialogue between home and the federation and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If parents/ carers have any concern about the way that their child has been treated, they should initially contact the class teacher or the Headteacher (please refer to the Complaints procedures).

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 disciplinary 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 school 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 school sites whilst under their care.
- Ensuring that siblings follow the rules when visiting the federation.

Classroom Rules

At the beginning of the academic year, each teacher and class devise a set of rules (“The Class Agreement”) in order to create an environment conducive to effective teaching and learning. These will be reviewed and amended on a termly basis, or as and when required.

Rewarding Good Behaviour

The emphasis of rewards at the Northam Schools’ Federation is to reinforce good behaviour and also to have a motivational role, helping children to understand that good behaviour is valued. The awarding of rewards is carried out by all school staff and volunteers using the hierarchy of rewards below:

- Non-verbal gestures providing instant positive feedback on behaviour to the child
- Verbal praise, both informal and formal, public and private (to individuals and groups)
- Motivational stickers
- Family group points and use of the class ‘Good to be Green’ (St George’s) or ‘Wow’ (St Margaret’s) chart
- Achievement certificates resulting from class teachers
- Recognition from Headteacher - motivational stickers and Headteacher certificates.
- Recognition from parents and whole school community - Every Tuesday there will be an achievement assembly at St Margaret’s and every Friday a ‘Golden Book’ assembly at St George’s as part of daily worship. Children who have achieved in any area, either in or out of school, will be praised in front of the whole school and their achievement recognised. Their names are recorded on the weekly Messenger which is uploaded onto the school website.

We believe that the rate of praise and rewards for behaviour should be as high as for learning.

Negative Behaviour

Rewards and sanctions are used in conjunction with federation and class rules. We believe that the use of rewards is preferable to sanctions and assertive behaviour management strategies are used throughout the federation. The hierarchy of sanctions for use in class is set out below.

- Non verbal gesture
- Praise other children for appropriate behaviour, allowing child to modify behaviour
- Verbalise appropriate behaviour
- Verbal reminder (Verbal Warning)
- Visual reminder using the class ‘Good to be Green’ or ‘Wow’ chart - to remind them to think about the choices that they are making (Visual Warning)

- Stand up and move away from the situation, work with others who are demonstrating good behaviour, or work alone (Time Out)
- Loss of proportion of playtime depending on age
- Child sent to Headteacher - time in another class (informal discussion with class teacher and parents)
- Involvement of Headteacher/Deputy headteacher/SENCO
- Letter to parents
- Meeting with Headteacher and parents

Class teachers use their professional judgement when deciding where to enter the hierarchy depending on the inappropriateness of the behaviour.

Outside the classroom

If a child is misbehaving outside of the classroom, for example, in corridors/cloakrooms/ assemblies they are reported to their class teacher who then takes appropriate action.

Before School - From 8.45am at St Margaret's, children are supervised on the playground by the class teacher on duty that day. Children are expected to behave as they do during playtimes and any inappropriate behaviours are managed in the same way. At St George's children are delivered to the classroom door by their parents who are responsible for their behaviour until this time.

Playtime Procedures - Children are never on the playground without adult supervision. Should a child's behaviour be inappropriate the duty teacher will resolve the disagreement/problem and if necessary remove the child from the situation. Pupils will stand next to the teacher or may be sent inside for reflection. Serious offences will be managed in the same way as they are at lunchtimes.

Lunchtime Behaviour Management - The Mealtime Assistants (MTA's) are in charge of the management of behaviour during the lunch hour and as such, have complete authority, although they may refer to teachers if necessary. MTA's follow the procedures for good behaviour. If children are behaving in an inappropriate way, they are given a warning to stop. If the child chooses to continue, then the child is treated in the same way as the playtime procedures. Incidents or concerns will be noted.

Children committing serious offences, ie spitting, swearing, stealing, fighting, pushing, kicking, hitting, making rude comments, making verbal or non-verbal noises, damaging property will be taken to the Headteacher (or member of the SLT/duty teacher in the event of the Headteacher not being present). These incidents will be recorded on CPOMS, and if it is repeated three times within one month, a child's parents will be invited into school to discuss the issue and to discuss possible solutions followed by a period of monitoring and shared liaison to ensure behaviour improves.

Children are praised for their politeness and good table manners in the dining rooms.

Specific programmes for individual children

The behaviour policy works for all except a small minority of children and should always be used as a starting point. In such cases, individual Behaviour Programmes will be put into place. The child will be shown that their difficulties are understood but there is a belief that they can change and improve their behaviour. When dealing with behaviour issues it is very important to reinforce the positives wherever possible and not just comment on negative aspects of behaviour.

If a child continually chooses to behave inappropriately and has to be given sanctions on a regular basis, it is likely that they will need an Individual Behaviour Programme. The SENDCO, Class teacher, relevant TAs and Head teacher will work together to implement the programme which will include achievable targets, additional and different strategies to help the child to achieve the targets, responsibility for implementation and parental involvement.

Individual Behaviour Programmes will follow the guidelines of the Code of Practice and be additional to and different from the policy for the whole federation but they will still remain within the general ethos of the School.

Physical intervention

Very rarely, a member of staff may be required to physically intervene with a pupil, for example, if two pupils were fighting, or if a pupil were causing danger to others and needed to be moved away. There is a policy on physical restraint that covers this aspect of behaviour and outlines procedures to be followed.

It is recognised that there are a very small number of children for whom positive physical intervention is likely to form part of the range of strategies necessary to meet their needs and ensure the safety of themselves and others. Positive physical intervention will only be used as a last resort and will only be seen as appropriate when a range of alternative strategies have already been explored. PPI will only be used where reasonable and necessary in situations where there has been a serious breach of school discipline. Staff receive relevant training on safe methods of positive handling (PIPS).

If a child's behaviour indicates that there is a strong likelihood that physical intervention will be necessary a Behaviour Plan needs to be drawn up by the class teacher in consultation with the SENDCO, outside agencies, the Headteacher and parent. This should be preceded by a risk assessment. The plan will outline specific interventions sanctioned for use and under which circumstances they will be employed. It will also include: summary of challenging behaviours; the perceived purpose of challenging behaviour;

known triggers; targets for more effective behaviours; environmental changes to support effective behaviour; personalised rewards and sanctions; early warning signs of challenging behaviours; range of intervention techniques needed; future possible intervention strategies and de-escalation/calming strategies.

Behaviour Plans will be reviewed not less than half termly. Reviews should be carried out more frequently if the behaviour is especially challenging or if intervention appears to exacerbate the behaviour. Behaviour Plans will be shared with all staff.

Exclusions

The Head teacher, in consultation with the governors, has the right to exclude pupils if the need arises. Devon County Council sets the criteria for this and when such an occasion does present itself, these guidelines will be followed. This is seen as a last resort by all, and would only take place if a gross act of misconduct was performed, or if all else has repeatedly failed. Parents would be well informed of the steps along which a child had proceeded to get to this stage and we would be working in very close contact with them and other agencies, for example, the Educational Welfare Officer, Inclusion Officer, Educational Psychologist, Social Services or county support teams.

Review and Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

The staff and governing body review this policy annually. They may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Behaviour systems in place are regularly reviewed and monitored and new staff are given training into their use so as to ensure understanding and consistency. Parents' opinions are sought about our behaviour policy and the policy is made available to all new parents and is on the school website.