

Federation of Fairfield and Colneis

Behaviour Policy

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Review undertaken by:	Headteacher

Behaviour Policy – Statement of Principles

Behaviour is a whole school issue.

Teachers have a right to teach and children have a right to learn.

Everyone within the school community will be treated fairly and consistently.

We will value and develop good relationships between pupils and staff.

Mutual respect is essential for promoting good behaviour.

We expect parents' co-operation and support in ensuring pupils follow school rules. See home school agreement, signed by parents, Headteacher and pupil.

We expect pupils to follow school rules and follow instructions.

We will make reasonable adjustments for any child in line with the recommendations of the Disability Discrimination Act.

All staff will follow school guidelines on behaviour, discipline, rewards and sanctions.

Positive behaviour will be promoted and praised.

Self-discipline is encouraged and children will be helped to develop this.

Violence, threatening behaviour or abuse will not be tolerated by any member of the school community.

The wellbeing of the school community is paramount. We will endeavour to ensure that we provide a safe environment conducive to learning and free from disruption.

Staff will model good behaviour at all times and in all situations.

When dealing with unacceptable behaviour we will focus on the behaviour and not the child.

The school will take appropriate action to deal with any incidents of violence, threatening behaviour, abuse, discrimination or harassment.

The school will inform parents on a regular basis of their child's progress including issues relating to their behaviour.

The school has a zero tolerance of bullying. All allegations of bullying will be investigated fully.

We will be consistent in our treatment of bullying and behaviour issues and consult with other local schools and other professionals to agree appropriate protocols.

We will ensure that staff are clear about the extent of their disciplinary authority and receive necessary professional development regarding behaviour strategies.

Sanctions will be applied fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.

We will establish and communicate clearly measures to ensure good order, respect and discipline.

We recognise that persistent absence can have a detrimental effect on behaviour and achievement.

The school has a statutory right to discipline pupils. Pupils and parents will respect this.

Our policy sets out what is acceptable behaviour.

We will consult the whole school community about the school behaviour policy and these principles.

Behaviour Policy

Our 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

To treat all children fairly and apply this behaviour policy in a consistent way while recognising that reasonable adjustments will need to be made for some children:

- To provide a calm safe, purposeful and happy environment in which all members of the school community can live and work together in a supportive way.
- To help pupils, staff and parents develop a sense of mutual respect, self-esteem and self-discipline.
- To foster positive caring attitudes towards everyone and our environment.
- To ensure achievements are acknowledged and valued and appropriate consequences are put in place as necessary.
- To promote good behaviour and make boundaries of acceptable behaviour clear.
- To become positive, dependable and increasingly independent members of the school community who are able to take responsibility for their actions.
- To achieve a consistent approach to behaviour throughout the school in partnership with parents.

Our behaviour policy is based around our 6 star rules:

1. Be kind to each other.
2. Do your best.
3. Take care of our environment.
4. Listen well and show respect.
5. Stay safe.
6. Follow instructions.

These rules are discussed with each class and interpreted in a way that is appropriate to the age and understanding of the children. They are displayed throughout the school.

The Nursery rule is 'Be kind to each other'.

The policy rewards appropriate behaviour and has consequences for inappropriate behaviour. It is shared with the children and each class formulates its own class charter based on the star rules. It also rewards those children who always behave well and work hard. One feature of our policy is every child's right to thirty minutes 'golden time' at the end of the week. The children will select activities they would like to take part in during "golden time". The teacher will regulate their choice. It may be a whole class activity eg, games on the field or it may be a range of activities in the classroom. During the week if a child breaks a star rule they will be reminded of the rule they have broken. Should the child break the rule a second time a minute (or more) will be lost off the child's allocation of "golden time".

NB: "Golden time" is used in Years reception to four inclusive, and in Year 5 up to the Easter break. After this the children have more occasional and sometimes extended periods of "golden time".

Rewards and Consequences

EYFS and KS1

Rewards

1. To feel proud of yourself and others
2. To know you have done your best
3. When an adult tells me what I have done well
4. To receive stickers or certificates
5. To enjoy Golden Time
6. To keep my name on the Sunshine Board
7. Share my achievements with other teachers or the Headteacher
8. Appear in class celebration assembly
9. To see my name in the newsletter
10. To earn class rewards
11. Receive nominations and awards in the end of term celebration assembly

Consequences

1. Reminders and warning with reference to the rule that is being broken
2. Loss of 1 or more minutes of Golden Time
3. Isolation from peers within the classroom for an appropriate time
4. Discussion with Year Group Leader/Senior Leader. Unfinished work to be completed at playtime/breaktime
5. Loss of playtime
6. Isolation with a Senior Leader for an appropriate time
7. Teacher/Headteacher meets with parents and the child or a phone call home is made about behaviour.

KS2

Rewards

1. Feeling of pride
2. To know you have done your best
3. Praise – verbal or written
4. Stickers, certificates and badges
5. Golden Time (year group arrangements)
6. Behaviour and work points
7. Certificate in year group assembly
8. Headteacher certificate in celebration assembly
9. Mentioned in newsletter
10. Contribution to class reward
11. Parents contacted – verbal feedback or written
12. Nominations and awards in end of term celebration assembly

Consequences

1. Warning with reference to the rule that is being broken
2. Loss of 1 or more minutes of golden time
3. Moved to another table or isolation from peers within the classroom
4. Isolation in another classroom for an appropriate time. This can be followed by discussion with a teacher at the end of the lesson and/or a behaviour sheet completed. Unfinished work to be completed at playtime/breaktime.
5. Loss of playtime
6. Isolation with a senior leader
7. Teacher/Headteacher meets with parents and the child or a phone call home is made about behaviour

If a child's behaviour is dangerous or repeated the school may move straight to higher level consequences. In exceptional circumstances children may miss longer periods of playtime or dinner time.

For a pupil who has received a consequence, even in the case of higher level consequences, the priority is always to enable the pupil to re-focus on their learning as quickly as possible. The senior leader will use their professional judgement to determine whether the pupil returns to the class and at what time.

Lunchtimes

MDSA's to organise time out using time guidelines above.

If a child needs some cooling off time at lunch or play time they may be brought inside for a while until they feel ready to continue playing co-operatively with others.

Lunch club and other structured support is available for those children who may need extra nurturing to help to develop their social and behaviour skills.

Communication is key with regard to behaviour. Following an incident we will endeavour to ensure that all appropriate people in school are informed e.g., MDSA to inform class teacher.

Support Staff

Support staff are encouraged to use all the reward strategies listed in the section headed 'Rewards'. It is expected that they will work in conjunction with the class teacher and contribute to discussions about nominations for awards and cups etc.

Unacceptable behaviour is dealt with by support staff in the following way:

- Support staff follow the consequences numbered 1 to 3.
- All support staff will then refer to a member of the teaching staff who will continue to follow the steps set out above.

Bullying (see Bullying policy)

"Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else. To do this the bully has to have some kind of power over the victim" (Action against bullying—

Scottish Education Department). It is not the normal rough and tumble of children's play.

We have a zero tolerance of all kinds of bullying. The children are taught, as part of the curriculum, that bullying is wrong and what they need to do if they are bullied. We will always listen to a child and do our best to support them if they are concerned about bullying.

If a parent is concerned about bullying they are asked to contact the school immediately and we will investigate thoroughly, speaking to all the children concerned. We will also inform parents and tell them of any actions taken to deal with the problem.

NB: Bullying happens very occasionally at school. However, children sometimes think that a single unkind act, name calling or falling out with a friend is bullying. Please support us in explaining the difference to your child.

Cyber-Bullying (see Bullying policy)

The rapid development of, and, widespread access to technology has provided a new medium for "virtual" bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying which can happen at any time, with a potentially bigger audience, and more accessories as people forward on content at a click. Pupils are taught about the dangers of the internet and cyber-bullying as part of the school's PSHE curriculum and during assemblies.

Prejudice related incidents

Any prejudice related incidents will be dealt with appropriately. Parents of the victim and the perpetrator will be informed and the incident will be recorded in line with government policy.

Offsite behaviour

Schools have a statutory power to regulate the behaviour of pupils when off school premises and not supervised by school staff.

If unacceptable behaviour out of school by one of our pupils is reported to us, then the school will investigate and take appropriate action liaising closely with the neighbourhood police and other agencies as necessary.

School visits

Day visits – If a child's behaviour may put themselves or others at risk we will ask a parent to accompany their child on the school visit. If this is not possible then, having assessed the level of risk, we may not be able to take the child on the visit.

Extended school visit – If a child's behaviour causes concern a risk assessment will be completed. According to the outcome of this risk assessment, it may be decided that to take the child would potentially put either themselves or others at risk and parents will be informed that it is not possible to take their child.

Confiscation

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply for an appropriate consequence as set out in the school's behaviour policy. Should the pupil refuse to co-operate with such a search the teacher can apply an appropriate disciplinary sanction. Parents will also be informed.

Criteria for confiscation:

- an item poses a threat to others.
- an item poses a threat to good order or learning.
- an item poses a health or safety threat.
- an item that is not in accordance with school uniform rules.
- an item that is illegal for a child to have.

Staff keep a record of confiscated items and all confiscated items are stored safely. Pupils will be informed when the items will be returned to them or an adult as appropriate.

Malicious allegations of abuse

Any allegations of abuse will be investigated following procedures laid down by the Department of Education. We will not tolerate malicious allegations of abuse and sanctions will be applied.

CAF referrals

The Common Assessment Framework is a means of supporting a child and their family through multi-agency working. These forms are completed with the family and will lead to a team around the child (TAC) meeting. Behaviour issues may be supported through the CAF and TAC process.

Suffolk Pupil Support Framework (SPSF)

A SPSF is a school based intervention to help individual pupils manage their behaviour. It is particularly useful for those whose behaviour might lead to a fixed term exclusion. The SPSF identifies precise and realistic targets to work towards. It is short, practical and agreed with parents and records pupil behaviour daily. There will be regular meetings to set and review targets.

If problems persist, we may formulate a SPSF programme which may involve support from the other agencies/professionals. Additional support might include:

1. One to one conferencing with the child.
2. Mentoring of pupil.
3. Direct work with the schools' pastoral support workers.
4. Behaviour log used at school and at home.
5. Referral for outreach support from Alderwood PRU, First Base PRU or County Inclusive Support Service (CISS)
6. Lunchtime nurture club.
7. CAF referral – building a team of professionals around the child to offer further support.

Reasonable adjustments

Following the guidelines within the Disability Discrimination Act we make reasonable adjustments to enable disabled pupils to remain in mainstream education. This includes pupils with behavioural and social disabilities. More detailed guidance is included in our equality policy.

Reasonable force

If a child is a danger to others we will move others in the vicinity rather than restrain the child. In extreme circumstances we may have to use reasonable force to restrain a child to prevent them from hurting themselves or others. The use of reasonable force will be a last resort. Staff have taken part in appropriate restraint training and any incidents will be recorded. Parents will also be informed.

Seclusion Rooms

In exceptional circumstances, a child may be escorted to a seclusion room for a short period of time if their behaviour is such that not doing so could put either themselves, or others, at significant risk of harm.

The use of a seclusion room will only be considered, for example, to stop a pupil from:

- Running off the school premises or towards a busy road
- Self-injuring
- Injuring other staff or pupils

The use of a seclusion room will only be considered as a last resort and pupils will be supervised at all times. The use of reasonable force to prevent a pupil from leaving the room may be required when allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the learning or safety of others. The pupil will not be kept in the seclusion room for any longer than is necessary for the risk of significant harm to have abated.

In any such event parents will be informed.

Exclusions

Internal exclusions: In the event of consequence 6, the senior leader responsible may choose to exclude the pupil internally within the school. In this instance, the pupil would be re-deployed to a class with work to complete set by the child's class teacher. Parents should always be informed in the event of an internal exclusion and a meeting convened at the end of the school day with the pupil, parent, senior leader and additional member of staff present for recording purposes.

Exclusions will only be used as a final option. It will only be considered in the following circumstances:

1. All of our rewards and consequences have been tried.
2. Communication with the child has completely broken down.
3. A child is a danger to themselves or others.
4. A child continually disrupts the learning of others.
5. All reasonable adjustments have failed to improve behaviour.

We may use short, fixed term exclusions including exclusions from school at lunchtime for persistently unacceptable behaviour.

If a child is to have a fixed period of exclusion then parents will be informed in writing immediately and LA guidelines will be followed.

The ultimate sanction is permanent exclusion from school. The decision would only be made following discussion with representatives from the LA. In the case of exclusion the Headteacher will inform the Governing Body and the parents and explain the reason. The Headteacher will inform parents of their right to discuss this with the Governing Body and LA. If a pupil is permanently excluded there is a formal right of appeal arranged by the LA. Governors are informed of all exclusions over 5 days and the Chair of Governors is informed of all exclusions.

Monitoring the school policy

Staff meetings are held regularly and pupil behaviour features as an agenda item as necessary. Pupil behaviour is also discussed by pupils themselves at School Council meetings.

Policy Review

The content of this policy will be reviewed regularly and amended as appropriate.

Positive suggestions from everyone with an interest in our behaviour policy are welcomed by the school.

ACRONYMS AND ABBREVIATIONS

CAF – Common Assessment Framework

LA – Local Authority

MDSA – Mid-day Dinner Supervisory Assistant

PRU – Pupil Referral Unit

SPSF – Suffolk Pupil Support Framework

CISS – County Inclusive Support Service

SEN – Special Educational Needs

TAC – Team Around the Child