



Carey Federation

Behaviour Policy

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Carey Federation Behaviour Policy

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Carey Federation Behaviour Policy.

Policy Statement.

Schools within our Federation strive to create a positive, safe and caring environment for personal development and learning. We recognise that effective teaching and learning can only take place when high standards of behaviour are expected, promoted, achieved and celebrated by all.

Our Home School Agreement supports staff, governors, parents and children to work together to meet the aims of this policy.

Aims

Our Behaviour Policy aims to provide and support children's emotional and behavioural development through a clear structure of guidance, celebration and when necessary, sanction.

To ensure through this policy that the school, in partnership with the school community, provides a consistent approach to behaviour management which is understood by all

To encourage the collective responsibility of pupils, parents, staff and governors for the well-being of all pupils in the Federation.

To ensure through the promotion of this working partnership that children are provided with good role models for behaviour and are encouraged to develop self-discipline and co-operation.

To ensure that our expectations are clear and understood by all the school community

That the guidance and principles within this policy ensures a clear and consistent approach to behaviour management.

To encourage our children to recognise the importance of honesty, trust, tolerance and politeness as well as respect for others

To support our children to appreciate that all actions have consequences

To ensure through our policy, curriculum and best practice that children, staff and families feel safe, supported and confident that the principles and practice of



safeguarding are promoted and adhered to closely by the whole school community for the benefit of all.

Principles/Objectives.

We consider that the shared responsibilities of the children, staff and parents are:

To form and promote good home/school relationships so that all children can see that the key adults in their lives share a common aim

To promote children's recognition of shared responsibility of the cause and effect of their actions using school procedures

To maintain whole school responsibility for behaviour by creating an environment where all staff and pupils are enabled to give of their best within a supportive setting.

To provide positive reinforcement of good behaviour

To recognise that each is an individual and to be aware of their needs

To put the safety of children and staff first

Rights and Responsibilities

For the children:

To follow the agreed individual class and whole school charters and to work to the best of their abilities allowing others to do the same

To treat others with respect

To take care of property and the environment in and out of school

To co-operate with other children and adults

To contribute to the review and improvement of this policy procedure

For the staff:

To treat all children fairly and with respect

To promote through their teaching and care the building of each child's self-esteem and self-confidence in order to maximise their potential



To provide a challenging, interesting and relevant curriculum

To create a safe and pleasant environment, physically and emotionally

To use rewards, rules and sanctions clearly and consistently whilst maintaining high expectations of behaviour

To offer a framework for social education, modelling appropriate behaviour in different situations

To collect and collate evidence as required about children's behaviour patterns in order to provide a firm basis for accurate assessment and agreeing appropriate support.

To receive and seek advice, support and training as required to manage more challenging behaviours and situations

To recognise that some pupils e.g. those with SEND may require a more differentiated approach to behaviour management.

For the parents:

To foster good relationships with the school and support the implementation of this policy and the Home-School Agreement

To ensure that their children are aware of appropriate behaviour in a range of situations in school

To show an interest in what their child does at school

To support the school's systems of rewards and sanctions.

To inform the school promptly of any changes in circumstances that may affect their child's behaviour

To support the school and child in the implementation of a behaviour care plan if, unusually, this becomes necessary.

For School Governors:

All Governors will ensure that they are aware of the components of the School's Behaviour Policy



To review and approve the Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness

For the headteacher

The headteacher is responsible for ensuring that the school environment encourages positive behaviour and that staff apply its principles, rewards and sanctions consistently

Monitoring and Evaluation.

We recognise the importance of monitoring and evaluating the success of this policy on a regular basis throughout the academic year through this provide a strong evidence base for evaluation.

All incidents of poor behaviour are recorded on Federation Incident Form which are then given to the EHT or senior teacher after completing. Our incident forms include records of children who have had behavioural issues throughout the school day including lunch and break times. These are monitored regularly by the EHT and after discussion these forms are filed in each child's file to form a evidence base if required for future actions and support. This will include informing parents.

All staff through the appraisal system, the schools monitoring programme and staff training have access to support in managing the behaviour of more challenging children.

Children of Concern is a weekly agenda item in staff training sessions and again this is recorded in minutes and monitored by the EHT.

Children causing concerns will be discussed with class teachers, other staff, parents and pupils as appropriate and actions taken as a result. All discussions are recorded on an additional incident form.

All Staff receive, as appropriate, regular training and support on behaviour management techniques

If incidents of poor behaviour are occurring on a regular basis additional behaviour records may be required e.g. a behaviour log and a behaviour care plan. This will be discussed with the EHT and SENDCo and parents informed and involved in the process of evaluation.



Guidelines

Guidelines e.g. Rewards and Sanctions, School Support Systems currently in place are contained in a separate section at the end of this policy. They should be read in conjunction with this policy.

Links to other policies.

This policy should be read in conjunction with the following school policies:

Equality Policy

Special Needs Policy

Anti - Bullying Policy

Teaching and Learning Policy

Safeguarding Policy

Inclusion and Exclusion Policy

Circulation of this Policy.

This policy will be placed on the school website and parents, staff and governors will have access to this.

Supply staff are given copies of main rewards and sanctions.

Review

This policy is reviewed annually and updated as necessary

March 2018



Guidelines for Behaviour Policy

Principles underpinning our Practice

- Put the safety of children and staff first
- Remain calm
- Avoid needless conflict
- Take steps to reduce stress – deploy techniques of distraction, de-escalation and diffusion avoid win/lose scenarios
- Treat children as individuals e.g. some children will not respond to prolonged eye contact
- Try to recognise when challenging behaviours is a plea for attention, reassurance or comfort
- We recognise that changes in routine, excessive waiting before or after activities and requests or instructions which are hard to follow may contribute to challenging behaviour.

Rules

These are positively worded to remind children of what they are supposed to be doing. They should be agreed with the pupils and staff and reviewed annually at the start of the school year.

Our School Charter (Draft at Present)

Our playground charter is as follows:

- We are gentle and kind
- We work hard
- We look after property
- We listen to people
- We are always honest
- We don't hurt anyone
- We don't hurt people's feelings
- We don't waste our own or other people's time.
- We don't interrupt or cover up the truth

In the classroom

At the beginning of the year class charters are re- negotiated. Each class have their class charters phrased in a similar way to ensure consistency and positivity.



Charters are based on the principles of Rights, Respects and Responsibilities so around the premises that:

- We will always enter the classroom calmly and quickly and be ready to work
- We will listen then a teacher/adult/child is speaking
- We will not disturb other people when they are working on a task
- We will follow instructions
- We will make sure that we look after and keep things in their proper places

Unacceptable / Challenging Behaviour

We believe that there is no place for aggression, violence, bullying, harassment, vandalism, stealing, drug/solvent abuse, rudeness to adults, or bad language within our schools communities.

We recognise that children showing challenging behaviours may be:

- Trying to communicate
- Frustrated at being unable to communicate
- Anxious, vulnerable or misunderstood
- In need of attention
- Needing to be empowered by being given choices.

When dealing with poor or challenging behaviour we stress that it is the behaviour that is unacceptable, not the child. Children will realise that in using sanctions the member of staff is disapproving of the action not the child.

We also explore with the child the effect their behaviour has on others and examine strategies for avoiding the same situation in the future (see strategies for Unacceptable Behaviour).

Strategies for Unacceptable Behaviour

The punishing of the “whole” whether it is mainly whole class or school is inappropriate unless there is a whole class or school problem.

Sanctions will be confined to the individual children concerned and we will always seek to fit the sanction to the behaviour issue and the child e.g. time out of lunch time for a lunch time issue.



Sanctions.

Sanctions will be applied if the school or classroom charters are not adhered to and could include:

1. Verbal reminder phrased positively e.g. put your pencil down whilst I am talking"). References can be made to the Class Charter
2. Verbal reminder phrased positively with a warning e.g. " if you pick up your pencil again while I am talking you are choosing to move to the next step".
3. Name on board
4. Name ticked and child to sit in isolation for all or part of the lesson
5. Name ticked and children sent to another class for up to half an hour with appropriate work
6. If after a child has returned to their class, their name has to be ticked again and then if the child has to be isolated this could be within another class, parents will be contacted and the EHT/ Senior Teacher informed.

If a child refuses to follow through the steps, or is being disruptive, step 5 can be used and the EHT/ Senior Teacher can be contacted straight away. In some cases it may be appropriate for the child to spend time supervised during part or all of lunchtime away from other children. In extreme cases an internal exclusion may be used, whereby a child is isolated from other pupils either during lunch, break or lesson times. Due regard in this situation must be taken to ensure that the member of staff involved in this supervision follows safeguarding practice as outlined in the school safeguarding policy. External exclusion is the ultimate sanction. The severity of the behaviour and the needs of the child will determine the most appropriate sanction in consultation with the EHT/ Senior staff present

No form of corporal punishment or physical intimidation is ever used.

Rewards

We believe that the best results in terms of promoting good behaviour arise from staff praising, celebrating and rewarding children's behaviour and emphasising their potential rather than focussing on failure and short comings. Rewards can take many forms but will include:

Non- verbal signals



Verbal comments

Positive comments written in books

Sharing and celebrating efforts and achievements with the Executive Headteacher and others

Informing parents

Off Site Behaviour

Sanctions may be applied when a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school

The headteacher also has the right to prevent a child from taking part in off -site activities if their behaviour poses a threat to the health and safety of others. Such decisions will be taken done in consultation with the child's parents and staff on the trip/activity

Confiscation

Any prohibited items found in pupil's possession will be confiscated. These items will not be returned to pupils

We will also confiscate any item which is harmful or detrimental to school discipline.

All confiscations will be discussed with the pupils concerned, their parents and the police if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Physical Restraint / Positive Handling

This must be seen as the final part of the de-escalation strategies. It can only be used when:

- children are in danger of hurting themselves or others
- to prevent damage to property
- when this behaviour compromises the school's behaviour policy and represents persistent, disruptive behaviour.
- All incidents of positive handling/ physical restraint must be recorded on the appropriate form and parents informed.



- Staff involved have received appropriate training .

It is important to note that staff cannot be compelled to be involved in any physical restraint or positive handling actions.

Promoting Positive Behaviour.

Personal, Social and health programme (PHSE) gives opportunities for pupils to develop their interpersonal skills and a sense of responsibility. We include regular opportunities for “Circle Time” which gives our pupils opportunities to discuss problems which may arise within their lives or others within a supportive setting.

Bullying is taken very seriously and the ways children can deal with bullying are dealt with through regular PHSE lessons and through assemblies. The school Anti – bullying Policy is followed and reviewed regularly with each class.

Citizenship is an important part of our curriculum and through this programme there are many opportunities for pupils to exercise responsibility and develop an understanding of their role in being a responsible member of a school and national community. Events of local, national or international importance, which may have touched the school community are responded to through the Spiritual, Moral, Social and Cultural Curriculum . Discussing specific issues including behavioural ones, which are raised in class and through debates with the democratically elected School Council, help all pupils to be involved in the wider ethos of the school including the development of positive behaviours.

We also continue to develop a strong sense of community through the supporting and organising of charity events both national and through school programmes.

Strategies for Promoting Positive Behaviour.

We believe that the best results for promoting good behaviour arise from staff and pupils praising and rewarding children’s successes and emphasising their potential rather than focus on failure and shortcomings (see previous section on Rewards). For some children who have behavioural difficulties identified and are on the SEN register additional support is put in place to help them achieve success.

Additional Strategies for promoting good behaviour include:

- Modelling good behaviour
- Peer support e.g. Buddy system for new entrants to the school
- Physical resources e.g. playground games



- Conferencing with children individually e.g. during playtime if issues arise and this may also involve contributions and discussions with parents.
- Using individual target cards and support as required
- Use of outside agencies e.g. Behaviour Support Team
- An IBCP

Actions when pupils have found to have made malicious allegations against staff

Consider safeguarding at all times – e.g. not being alone with children and letting a senior member of staff be aware of your actions / take notes for you.

Take all allegations seriously

Witness statements from staff and children to be taken – children/staff to sign statements having read them through

Inform EHT, parents, Chair of Gobs (later) and arrange a meeting

Seek guidance from LA if allegation has not been refuted.

Ensure member of staff who has been the focus of the allegation receives appropriate support from the LA and their union (if applicable).

Guidance in dealing with allegations of staff mis- conduct is available for Governors and must be referred to in such situations. Sanctions applied should follow the guidance available for Governors

If the accusation against a member of staff is found to have been malicious the sanctions will be discussed with the Chair of Governors and the executive headteacher. Depending on the nature of the allegation this may result in a fixed term or permanent exclusion from the school.