

The Federation of the Church Schools of Shalfleet and Yarmouth

Achieving Together for a Brighter Future



BEHAVIOUR POLICY

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Portfolio	Standards
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Signed: _____ Date: _____

Our policy is founded on the belief that children have the right to learn and teachers have the right to teach.

The Policy follows the DfE's guidance on 'Behaviour and Discipline in Schools -2016'.

The Federation's Core Values are the principles underlying this behaviour policy. The three focus values for the Federation are **Respect, Determination and Relationships (RaDaR)**.

This policy has been written in consultation with pupils, staff, parents/carers and governors. It outlines the underlying values, nature and Christian ethos found throughout the Federation. Pupils have contributed to the behaviour policy through their involvement in the development of the 3 core values. It is a working document designed to enhance the development of positive relationships between pupils, adults working in schools, parents and other members of the wider school community.

Principles:

Through the positive management of behaviour we aim to uphold the core values of our schools, enabling children to be respected and respectful, have determination to learn and to foster positive relationships with adults and children alike within the school and wider community.

It is the responsibility of everyone in school to promote our nurturing ethos and to make positive choices about their behaviour, take responsibility for their own actions, and promote the development of positive self-esteem and wellbeing.

In outlining our core values, we understand the meaning of these values to be defined as follows:

- **RESPECT –**
Children will value each other and recognise each other's abilities, qualities, or achievements. They will have due regard for the feelings, wishes, or rights of others.
- **DETERMINATION –**
Pupils will have a desire to succeed in their learning and will try their very best, whatever their ability.
Pupils' continued efforts to learn will develop their sense of achievement.
- **RELATIONSHIPS**
Pupils will value their friendships, their fellow learners, adults at home and at school, and visitors. They will treat friends, fellow learners, adults at home and at school, and visitors with care and respect.
Children will treat other people as they would like to be treated.

The Federation's beliefs about behaviour management are:

Whole child centred

The education and welfare of the whole child is vital and is central to all decisions we make.

Equality, Diversity and Integration

All children are equally important and we recognise each of them as individuals with different needs and abilities.

Partnership/collaboration

We welcome on-going development of partnership with our communities, outside agencies, organisations and the global community.

Respect and responsibility

We will provide and nurture respect and responsibility for our actions at all times. We will have respect for ourselves, others and the environment.

Christian Foundation

In school every individual is valued according to the Christian ethos through teaching and learning. There will be opportunities to experience Christian worship and develop links within the communities.

Aims

- To ensure that all pupils have a fair chance to thrive and learn in an atmosphere of respect and dignity.
- To improve outcomes for all learners and eliminate discrimination, harassment and bullying as well as promoting equal opportunity, the welfare of pupils and good relations across the whole school community.
- To ensure that all vulnerable pupils – such as those with special educational needs, physical or mental health needs, migrant and refugee pupils and looked after children receive behavioural support according to their need.
- To develop a relationship of confidence and trust between adult and pupil.
- To develop pupils' respect and courtesy towards each other and adults and to care for school facilities.
- To enable pupils to develop social skills and moral values in the context of the school as a Christian community, and carry these values into the wider community, to develop as well-rounded citizens.
- To foster an attitude of responsibility for themselves and others.
- To ensure pupils are able to understand and respond to risk, for example, risks associated with extremism, new technology, substance misuse, knives and gangs, relationships, water, fire, roads and railways.
- To enable children to experience the power of reconciliation.
- To review and adapt this policy regularly to ensure it reflects the needs of our pupils.

To this end we will strive to raise children's self-esteem by:

- Giving continuous praise and encouraging of positive attitudes.
- Making time for listening and guiding.
- Providing a system of 'time out' with recovery and reflection.
- Ensuring that all adults who have responsibility for children are aware of behaviour guidelines and the importance of systematic and consistent behaviour management.
- Recognising serious and consistent behavioural problems and referring them to the inclusion team, senior leadership team or the head teacher as appropriate.

Praise and reinforcement (See Appendix A):

- Positive reinforcement of appropriate behaviour, (appropriate being defined as following the above rules as well as general politeness and consideration of others) should be regular and consistent.
- Any sanctions should be preceded by positive affirmation of behaviour.

Sanctions (See Appendix B):

The procedure which should be followed at any time when the rules are broken – see Appendix B (depending on the individual circumstances).

A visual behaviour reinforcement is used throughout the Federation.

Discipline off the school site:

The same expectations regarding behaviour will apply to children at all times including on off-site visits. Letters inviting parents to apply for school trips and visits will make clear the expectations regarding behaviour and the right of the school to apply rewards and sanctions.

Support for pupils

The Federation has a range of support for children displaying emotional and behavioural difficulties, either long or short term. This support includes:

- A pastoral support program
- ELSA and FEIPS - supporting children with their emotional wellbeing.
- Advice and support from external services when appropriate.

Pre-school expectations

(See Appendix C)

Support for staff

The school will offer appropriate training and support to staff to ensure they are able to maintain good behaviour of pupils. When appropriate this will include the use of physical restraint (see Physical Intervention Policy). No member of staff will be expected to tolerate abuse or violence from any member of the school community. Although specially trained staff, working with the most challenging pupils, may have agreed expectations relating to specific behaviours demonstrated by these children, these will be properly identified, detailing actions to be taken when these behaviours occur. Incidents of violence or abuse towards staff will be recorded and reported and appropriate action will be taken.

Records of incidents

If there is a significant incident, members of staff will record it on CPOMS or on the appropriate form. Depending on the nature of the incident, either the Inclusion team, SLT or HT will keep a record of serious incidents, meetings with parents and all appropriate action taken. At this point some situations will be referred to the pastoral support process.

Bullying and diversity incidents

The school implements a Peer on Peer Abuse Policy to tackle all forms of bullying and harassment, including cyber bullying and prejudice – based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

The school counters and challenges all types of discriminatory behaviour and this is made clear to all staff, pupils, parents and governors.

The school has a clear procedure for dealing with prejudice-related bullying incidents. The Head teacher and Senior Leaders are responsible for recording and reporting significant incidents to the local authority and governing body.

Attendance

The school follows strategies to improve and monitor attendance. The school keeps track of attendance rates and persistent absence of individuals or groups of pupils. The school works closely with parents/carers to avoid absence and encourage punctuality. Procedures are followed if absence becomes a concern over time.

Understanding of behaviour policy

At the beginning of the school year the behaviour policy will be reviewed with the children through their classes and the Junior Leadership Team. The policy will be made available on the school website and parents/carers will be notified of this through the school newsletters/parent handbook.

All new staff will be given a copy of the current Behaviour Policy and the Peer on Peer Abuse Policy.

Parents and carers

We recognise that we can only manage pupil behaviour really effectively if we have full parental engagement and support. We know that the majority of parents and carers value good behaviour and fully endorse this policy, ensuring that they support the school when children misbehave. Parents are their child's first teacher: the behaviour modelled by parents significantly affects their child's behaviour and their view of what behaviour is acceptable or appropriate. Clear consistent boundaries at home help children to develop good behaviour skills and also create feelings of security and wellbeing.

As a school we always fully investigate behaviour incidents so that we have as full a view as possible of the actions that all involved have taken. Following the appropriate sanctions and where necessary, interventions will be put in place in a fair and consistent way.

Parents and carers will be informed about any significant or ongoing incidents; general behaviour and attitude will be discussed at parent meetings and through the child's reports.

All parents are encouraged to raise concerns or questions about behaviour at the earliest possible time and share any significant events which are happening at home so that issues can be dealt with effectively and quickly.

Monitoring

The policy will be reviewed annually with all the children, all staff and parent representatives. The updated policy will be shared with parents and carers and comments will be invited.

Conclusion

At all times there is an expectation of a high standard of behaviour on the part of all members of the school community. All staff, governors and parents must be aware of this policy and the necessity of applying it consistently.

This policy must be read in conjunction with: single equality, peer on peer abuse, exclusion, safeguarding, E-Safety, physical restraint, health and safety and PSHE policies.

This policy should be read in conjunction with the school's Child Protection Policy, Keeping Children Safe in Education (2020 Update) and Working Together to Safeguard Children

Appendix A:

The following methods of positive reinforcement will be used by all staff.

Positive verbal praise and clear gestures such as smiling and thumbs up, to be used wherever possible.

All adults in the school will model positive relationships and good behaviour.

Individual reward systems to be organised in each class which specifically focus on a reward for good behaviour, work or attitude to learning through the use of the 'DOJO Scheme', to be organised and rewarded by the teacher discretion. All adults are able to give children across the federation 'DOJOs'.

The Federation also operates a '**Golden Book**' which is read out in Celebration Collective Worship. This details children who have particularly displayed good behaviour, work or positive attitude to learning during the week. Children in Key Stage 1 and EYFS receive a sticker for being in the Golden Book and come out to the front in assembly; children in Key Stage 2, come out to the front to receive a 'Golden Ticket' which is then put into the 'Golden Boxes;' a prize draw is made once a term where a name is taken from each box and the child receives a prize. The more times a child has received a golden ticket the higher the chance they have of having their name pulled out.

Sanctions (See Appendix B):

The procedure which should be followed at any time when the rules are broken is as follows (depending on the individual circumstances):

A visual behaviour reinforcement is used throughout the Federation e.g. sunshine/cloud, Good to be Green cards, DOJO avatars.

If:	Then this will happen:
Pupils behave inappropriately anywhere in school, including running indoors, interrupting an adult teaching, ignoring instructions, making silly noises, pushing in line, name calling, dallying or any time wasting	They will be given a verbal warning.
Inappropriate behaviour happens again during the day	They will be given a second verbal warning/time to think card
Inappropriate behaviour happens again during the day	<p>A sanction will be enforced/child moved to a yellow then red card:</p> <p>Children will be instructed to stay in and miss their play for an appropriate amount of time in accordance to their age group. This will be used to either complete work or to reflect upon their behaviour. No child will be expected to miss the whole of their play time.</p> <p>A teacher may use the DOJO system to report the child's behaviour back to their parents.</p>
Pupils physically abusing another pupil or adult by kicking, hitting, including fighting.	<p>Immediate red card</p> <p>Leads immediately to an age-appropriate loss of play.</p> <p>Depending on the severity of the situation, a child might be sent to an SLT member or the HT.</p> <p>•HT/SLT informed and parents informed.</p>
Pupils verbally abusing another pupil by threats, teasing, racist or homophobic taunts	Leads immediately to an age-appropriate loss of play.

	<p>Depending on the severity of the situation, a child might be sent to an SLT member or the HT.</p> <p>•HT/SLT informed and parents informed.</p>
<p>Damage to school property/vandalism</p> <p>Stealing property</p>	<p>Immediate red card</p> <p>Will result in a warning for less serious instances like snapping pencils.</p> <p>More serious incidents would lead to an age appropriate loss of play.</p> <p>Depending on the severity of the situation, a child might be sent to an SLT member or the HT.</p> <p>HT/SLT and parents informed and parents may have to cover the cost of the broken/damaged items.</p>
It is proved that a child has lied to an adult	HT/SLT and parents informed
A pupil reports that another pupil has been swearing	Their teacher will keep a record and discuss it with the child concerned.
An adult hears a pupil swearing	Their teacher will keep a record and discuss it with the child concerned and SLT/HT if necessary.
Physical violence towards a child or adult resulting in serious injury	<p>Immediate red card/sent to the SLT/HT</p> <p>HT/SLT inform parents</p> <p>This could result in fixed term exclusion</p>
Running out of school	<p>Immediate red card/sent to the SLT/HT</p> <p>Could result in a fixed term exclusion</p>
Bullying	See separate Peer on Peer Abuse Policy

If a child has become disruptive and is disturbing a lesson after all steps have been taken SLT/HT will remove child to complete work.

Pre-school Expectations (Appendix C)

Our settings believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within our programme for promoting personal, social and emotional development.

Procedures

We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. (In small settings this may be shared between co-staff.)

- We require the named person to:
 - keep her/himself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
 - access relevant sources of expertise on promoting positive behaviour within our programme for supporting personal, social and emotional development; and
 - check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect, those used by members of the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the federation's Behaviour Policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children to find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings, so that they can learn a more appropriate response.

- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
- We never use physical or corporal punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting leader and are recorded in the child's personal file.
- The child's parent(s) is/are informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Children under three years

- *When children under three years old behave in inconsiderate ways we recognise that the strategies for supporting them will need to be developmentally appropriate and differ from those for older children.*
- *We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.*
- *Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.*
- *If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or a frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.*
- *We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.*

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes, such as superhero and weapon play. Some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying; although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, e.g. blowing up and shooting, and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings, as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry, as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."

- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour and through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in the setting;
 - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
 - the child has a developmental condition that affects how they behave.

§ Where this does not work, we use the Special Educational Needs Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others;

- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.