**The Federation of the Church Schools**

**of Shalfleet and Yarmouth**

**Achieving Together for a Brighter Future**



**BEHAVIOUR POLICY**

|  |  |
| --- | --- |
| **Approved by** | **CW/TG** |
| **Portfolio** | **Standards** |
| **Approved on** | **Summer 2019** |
| **Review date** | **Summer 2020** |
| **Review Cycle** | **1 Year** |
| **Policy Type** | **Statutory** |
| **Ratified/FGM Date** |  |

**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** (**R**a**D**a**R**).

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.

All off school site trips and residential visits, on and off the Island, have a risk assessment which is completed by the Group Leader and uploaded to Evolve. The procedure for behaviour identified on the risk assessment is shared with all parents/carers within the letter outlining the details of the trip.

**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 (Emotional Literacy Support) supporting children with their emotional wellbeing.
* We source advice and support from external services when appropriate.

**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 an incident sheet and pass to the SLT. Depending of 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 an Anti-Bullying Policy (see separate 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 of 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 Anti-Bullying 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, anti-bullying, 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 (2018) and Working Together to Safeguard Children (2018)***

**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** | A sanction will be enforced/child moved to a yellow then red card:  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.  A teacher may use the DOJO system to report the child’s behaviour back to their parents. |
| **Pupils physically abusing another pupil or adult by kicking, hitting, including fighting.** | Immediate red card  Leads immediately to an age-appropriate loss of play.  Depending on the severity of the situation, a child might be sent to an SLT member or the HT.  •HT/SLT informed and parents informed. |
| **Pupils verbally abusing another pupil by threats, teasing, racist or homophobic taunts** | Leads immediately to an age-appropriate loss of play.  Depending on the severity of the situation, a child might be sent to an SLT member or the HT.  •HT/SLT informed and parents informed. |
| **Damage to school property/vandalism**  **Stealing property** | Immediate red card  Will result in a warning for less serious instances like snapping pencils.  More serious incidents would lead to an age appropriate loss of play.  Depending on the severity of the situation, a child might be sent to an SLT member or the HT.  HT/SLT and parents informed and parents may have to cover the cost of the broken/damaged items. |
| **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** | Immediate red card/sent to the SLT/HT  Could result in fixed term exclusion |
| **Running out of school** | Immediate red card/sent to the SLT/HT  Could result in a fixed term exclusion |
| **Bullying** | See separate Anti Bullying Policy |

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