

St John's and Tunstead Primary Federation

Behaviour policy

Formally adopted by the Governing Board of:-	St. John's and Tunstead Primary Federation
On:-	2020
Chair of Governors:-	Tim Jermyn
Last updated:-	NA

Aims of our Policy

It is the Federations aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose ethos and values underpin everything that we do. Children at both schools are taught about the importance of:

- Respect
- Communication
- Citizenship
- Collaboration
- Awareness of Self
- Perseverance and Resilience

The Federation' behaviour policy is therefore designed to support the way in which all members of the school community can work together in a way which aims to promote these key values.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. Our policy aims to:

- To encourage a calm, happy and respectful atmosphere within school community.
- To promote positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued. This will develop an ethos of kindness and cooperation
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To treat all children fairly and apply have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear aims to help children grow in a safe and secure environment.
- To promotes to encourage good behaviour, rather than merely deter anti-social behaviour.

How we promote the school's ethos and values and encourage good behaviour in our Schools?

Our ethos and values underpin daily life in our school. During daily class discussions, the PSHE curriculum and weekly themed assembly's children and adults are encouraged to reflect on the contribution that they have made to the school community each week and how they have demonstrated the values that our school is looking for.

In addition to this our expectations of good behaviour are made clear through our class 'Rights and Responsibilities' agreed within each class at the start of every year and displayed prominently within each classroom. These are based on our core values, resulting in a shared expectation of learning and behaviour.

Children who demonstrate good behaviour and effective learning behavior are praised both privately and publicly through:

- Teachers congratulating children.
- Pupils may be sent to another member of staff to re-enforce the praise
- Credits and class awards are given for exceptional behavior and learning.
- Children will move up to silver or gold on the class behaviour chart
- Gold Book awards will be given as part of a weekly celebration assembly
- The Headteacher actively encouraging staff members to send children to her for good behaviour, improved attitudes to learning and outstanding achievement.
- Head Teacher awards and certificates

All stakeholders are encouraged to promote high standards of behavior by providing positive role models. The Staff Code of Conduct and Staff Handbook outline these expectations in further detail.

Who is responsible for behavior management?

Behaviour Management is the responsibility of **all** staff in the Federation.

The Role of the Headteacher

- It is the responsibility of the Headteacher 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 their implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour including bullying and racism
- 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.

The Role of the Class Teacher

- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time using the schools traffic light system.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.

- If a child misbehaves repeatedly in class, the class teacher should keep a record of all such incidents and seek help and advice from the Deputy Headteacher and if necessary the Headteacher.
- The class teacher may also contact a parent (in discussion with the School Counsellor and the Headteacher) if there are concerns about the behaviour or welfare of a child.

The Role of Support Staff

- Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour.
- Expectations for playground behaviour are clear to all staff and children (see appendix for expectations)

The Role of Parents and Carers

- Parents and Carers agree to a Home School Agreement when enrolling their child at the school. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher, then to the Deputy Headteacher and Headteacher.
- The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school.

How do we respond to negative behaviour?

Each class uses a 'Traffic Light System' to monitor in class behavior.

Colour		Examples / Consequences
Gold	If a child displays positive behavior and learning they may move up the traffic lights gold where they will receive a credit.	Amazing team work and collaboration. Respectful to peers and teachers Fantastic sharing of ideas/ knowledge Brilliant work!
Green	To give every child the chance to make a fresh, positive start, all children will return to green on the traffic light system at the beginning of each session: before break, after break, after lunch.	
Amber	If a child displays a negative behavior they receive a warning and move down the chart to amber	Shouting out Mistreating resources Defiance Untidy uniform. Purposefully ignoring instructions.
Red	If negative behavior persists the child will move down to red and will be given a sanction/consequence depending on the behavior displayed.	1 red = 5 minutes loss of break or lunch time
	Disrespect 10 minutes inside at break time. No verbal or yellow warning given. Incident discussed with SLT who will decide if it is appropriate to call parents/carers.	Swearing at someone. Using inappropriate language towards someone.

A list of sanctions/consequences for disruptive behavior in different settings in school as well as guidance for MSA's/I can be found in Appendix 1

If a child continues to be disruptive despite moving to red they will be sent to another classroom to discuss their behaviour with another teacher.

Persistent challenging behavior

For children showing persistent and more challenging behaviour, the following procedure will be followed.

1. Parents contacted by Class Teacher/SENCO.
2. Deputy involved.
3. Headteacher involved / At this stage, it may also be necessary to involve the School Counsellor

If these actions do not achieve the desired behaviour, then one or all of the following actions may occur:

- **Report cards used to monitor behavior throughout the day. This will be shared with parents / carers daily/weekly if appropriate.**
- Outside agencies contacted
- Procedures may be started for fixed term exclusion

Should a serious incident occur staff will record it on the behaviour log attached - Appendix 2 and a copy will be passed to the Headteacher and a copy kept on the child's file.

Physical Contact Between Adults and Children

Positive Contact

The school accepts the LA's view that there can be positive physical contact between adults and pupils which expresses "parental affection to provide comfort, ease distress and signal care." However, for some children touching is unwelcome and where this is known staff should be informed. Guiding principles for positive physical contact are included in "Positive Management of Aggressive and Violent Behaviour".

The Use of Force to Control or Restrain Pupils

On rare occasions members of staff and others who have lawful charge of pupils may have to control a pupil. Section 93 of the Education & Inspection Act 2006 allows members of staff, and other persons who are authorised by the Headteacher, to use reasonable force to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility).
- Injuring themselves, others, or seriously damaging property (including own).
- In potential danger of injuring themselves, others or seriously damaging property.
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

There is no legal definition of "reasonable force" but a workable guide might be the minimum needed to achieve the desired result. However before applying any physical restraint clear verbal instructions and warning of the consequences of

ignoring them should be given. Moreover, physical intervention should only be used when required by the particular circumstances prevailing and never as part of a general regime. Guidance on restrictive physical intervention is available in the document 'Safety Management for Difficult and Dangerous Behaviour – Compliance Code – Norfolk LA'. All authorised members of staff and helpers will be furnished with this document.

Authorised Staff

All teaching staff, classroom assistants, midday supervisors, and regular voluntary helpers will be authorised to have control or charge of pupils by the Headteacher. The Headteacher will explicitly inform the people concerned and ensure that they are aware of and properly understand what the authorisation entails.

Recording Incidents

If RPI is used by an adult, then a written report should be completed. Guidelines for recording incidents will be given to all authorised persons. The guidelines also appear in the Incident Book, located in the Headteacher's office, where such records should be filed.

Bullying

***A definition of bullying is: "A person is bullied when he or she is exposed regularly and over time to negative actions on the part of one or more persons" (Psychological Service Information Paper 5 - Bullying).
Bullying can be physical, verbal or emotional.***

In our schools, We do not and will not tolerate bullying and will strive to eradicate it wherever necessary We encourage children to be aware of and understand the difference between bullying and one off incidences. All staff are trained to deal with children who report bullying.

Examples of bullying can include: -

(Repeated)

- name calling
- malicious gossip
- damaging or stealing property
- coercion into acts they do not wish to do
- violence and assault
- teasing
- intimidation
- extortion
- ostracising
- cyber bullying

Early signs of distress can be shown by one or more of the following behaviours:

- withdrawn
- work deteriorates

- made up illness
- isolation
- desire to remain with adults
- erratic attendance
- general unhappiness/fear/anxiety
- has unexplained bruises/scratches/cuts
- frequently has no dinner money
- often forgets games kit
- often loses books
- comes home regularly with clothes or books destroyed
- refuses to say what is wrong
- gives an improbable excuse to explain any of above.

We discourage bullying by

1. Discussing friendships
2. Encouraging the caring side of children
3. Positive encouragement of caring behaviour
4. Good relationships between staff and pupils
5. Adequate supervision on playground/field.
6. SRE is delivered using Norfolk .

If there is reason to suspect bullying, the following informal procedure will be carried out initially:

The class teacher will investigate the allegations and alert all members of staff who come into contact with the child who, between them, will monitor the situation

If the monitoring prompts cause for concern, then the following will occur:

1. Class teacher(s) will meet both victim and bully to discuss the situation
2. Sessions with the Inclusion worker to enhance self-esteem and self value of both victim and bully will be offered. These sessions could be individual or joint
3. Non-aggressive behaviour on the part of both victim and bully will be rewarded
4. Teachers of both victim and bully will use circle time / PSHE time with the whole class to follow up, support victim and prevent recurrence
5. Concerns will be reported to all staff via the 'Case History' slot in staff meeting

If the situation does not improve, despite the methods outlined above, a more formal approach will be adopted:

1. The following members of staff will be informed: Head, Deputy and Counsellor
2. Parents of both victim and bully will be involved and will be invited into school to discuss the situation. A plan to address the bullying will be put into place after discussion with all parties
3. Monitoring of the situation (including any discussions with children involved) will become more formal; a written record of any instances / discussions will be kept
4. If not already in place, sessions with the Inclusion worker will be offered to both victim and bully

5. Monitoring of the situation will continue, even if the situation seems to be resolved and parents of both parties will continue to be involved until all are satisfied that the matter can be closed

If the situation persists despite the procedures outlined above, then the matter will be taken to the governing body for a more formal resolution

Breach of ICT Code of Conduct

In the event that a pupil misuses the ICT equipment in school the following will be followed:

- The concern is raised with the Headteacher immediately on an ICT reporting form
- The Headteacher will speak with the pupils involved
- The Headteacher will inform the parents of the pupil about the action and the sanction
- The Headteacher will record on the ICT form the sanction/consequence and how this was shared with parents.
- The Headteacher will also record any next steps for the school i.e. amend pupil curriculum/extra CPD for staff
- If the misuse is significant or criminal the Headteacher may contact the Police.
- The incident ICT report will be retained on the pupils record and a copy held in the Head teachers office for monitoring purposes.

Midday Supervisors

- Adults warn children verbally if their behaviour is inappropriate.
- If the child receives a second warning, then they are asked to shadow the adult for 5 minutes. If inappropriate behaviour continues timeout inside for 5 minutes. The adult may decide that they cannot return as a consequence.
- Any more serious incidents such as aggressive behaviour both physical or verbal are dealt with by the Headteacher or the Deputy Headteacher.
- Positive behaviour is rewarded credits and shared with the class teachers.
- Staff will be made aware if any individual child is having particular difficulties with their behaviour or are following an individual behaviour plan.
- Midday meal supervisors will report any concerns to teachers, deputy head and headteacher if appropriate.

Appendix 1

V – Verbal warning

Y – Yellow warning

R – Red sanction (1 red = 5 minutes loss of break or lunch time)

Behaviour and sanction	Examples
<u>Disruption</u> V / Y / R	Shouting out.
<u>Defiance</u> V / Y / R	Untidy uniform. Purposefully ignoring instructions. Mistreating school resources. Leaving the classroom during learning time without permission.
<u>Disrespect</u> 10 minutes inside at break time. No verbal or yellow warning given. Incident discussed with SLT who will decide if it is appropriate to call parents/carers.	Swearing at someone. Using inappropriate language towards someone.
<u>Violence</u> Provoked – 25 minutes Unprovoked – 50 minutes and head teacher involved. No verbal or yellow warning given. Incident discussed with SLT and contact made with parents/carers.	
<u>Fighting</u> 50 minutes and head teacher involved. No verbal or yellow warning given. Incident discussed with SLT and contact made with parents/carers.	
<u>Play fighting</u> 15 minutes inside at break time. No verbal or yellow warning given. Incident discussed with SLT who will decide if it is appropriate to call parents/carers.	

Behaviour Expectations and Consequences for different school settings

Setting	Expectations	Behaviour & Consequences
Classroom	<ul style="list-style-type: none"> • Listen to and follow adult instructions. • Allow classmates to participate in discussions without interruption. • Use polite, supportive and respectful language without calling out. • Complete the work set to the best of our ability. 	<p>Disruptive behaviour such as calling out. Mistreating school resources Purposefully ignoring instructions. Leaving the classroom during learning time without permission. (Y, R, Missed break)</p> <p>Using inappropriate language towards someone. Missed break and SLT</p>
Corridors	<ul style="list-style-type: none"> • Take care when moving around school to avoid collisions • Use calm and respectful voices to avoid disturbing other classes • Respect school property and displays • Respect the belongings of other children in cloakrooms. • Use school toilets sensibly 	<p>As above and including: Violence Provoked – 25 minutes missed lunch Unprovoked – 50 minutes missed lunch and head teacher involved.</p> <p>No verbal or yellow warning given. Incident discussed with SLT and contact made with parents/carers.</p>
Playground	<ul style="list-style-type: none"> • Take care when moving around school and playground to avoid collisions • Avoid contact games which could result in pupils getting hurt – Bulldog / play fighting • Respect play equipment • Respect other peoples personal space 	<p>Fighting 50 minutes and head teacher involved. No verbal or yellow warning given. Incident discussed with SLT and contact made with parents/carers.</p> <p>Play fighting 15 minutes inside at break time. No verbal or yellow warning given. Incident discussed with SLT who will decide if it is appropriate to call parents/carers</p>
Lunch	<ul style="list-style-type: none"> • Eat with good table manners (seated, not playing, not talking 	<p>Disruptive behaviour such as calling out. (as above)</p>

	<p>while eating etc)</p> <ul style="list-style-type: none"> • Respect other peoples space and belongings • Clean up our own rubbish when we have finished. 	<p>Throwing food or deliberately creating a mess. Touching others food / equipment 20 minutes inside at lunch, incident discussed with SLT who will decide if it's appropriate to call parents / carers.</p>
School trips / Swimming	<ul style="list-style-type: none"> • Walk sensibly and safely to the swimming pool • Listen carefully to teacher's instructions regarding crossing the road etc • Change sensibly, respecting other peoples space and items of clothing • Listen carefully and respectfully to the swimming instructors • Act safely and sensibly in the pool 	<p>Disruptive behavior such as calling out, splashing (asked to sit on the side of the pool for 5 mins) Unsafe behavior walking to and taking part in swimming (Child will not participate in the lesson and parents will be contacted about future sessions)</p>