



Behaviour Policy Summary for Parents



Our Federation Rules

We are safe
We are kind (and respectful)
We are ready to learn

Summary of our Ethos and Approach

"Every day, in every way, everyone matters"

Our Federation motto is demonstrated in practice as we show each and every child that their individual thoughts, feelings and actions really do matter every single day. We all have a shared responsibility to provide the very best learning environment for our children in order for them to flourish and grow into kind, responsible and caring individuals and we believe that everyone has a part to play in achieving this vision

Our strategy is based upon our Christian values. We utilise a restorative approach based upon kindness, compassion, understanding and forgiveness. We support children to learn from their mistakes and empower them to make informed choices. On a daily basis, through everything we say and do, the adults in our school demonstrate our core Christian values and we expect our children and staff to work and play harmoniously alongside each other.

"Be kind to one another, tender hearted, forgiving each other, just as God in Christ also has forgiven you." Ephesians 4:32

**For the full policy and guidelines, please visit our website: <http://www.shortheathfederation.org.uk>*



High Expectations

“High challenge, high support”.

We have high expectations for all our children whilst also recognising some children have specific needs that require an individual approach. Our expectations are embedded in our school rules.

We expect children to:

- Behave in a safe, controlled manner in and around school
- Show kindness, respect and consideration to each other at all times
- Look after and respect their own and others property
- Work hard and follow instructions.

All staff should model these expectations at all times. Where children have difficulty meeting these expectations, key adults form the appropriate relationship in order to teach and support the child through the learning process.

Relationships

“No significant learning occurs without a significant relationship.” (Dr. JP Comer)

We recognise that strong relationships between staff and pupils are vital for the development of children’s social, emotional and behavioural needs. We accept that children need to feel **valued, safe and secure** in order to learn, and for this to happen, there needs to be a sense of connection between adult and child.

Routines

A high focus on routines ensures that low level behaviour issues are pre-empted and that children feel safe and secure knowing clearly what is expected at all times. Children are encouraged to follow the School Rules at all times, including playtimes and lunchtimes. The same rewards and supportive sanctions apply as they would in the classroom. Time away should take place with an adult on duty.



Celebrating Success

We recognise that most (not all) children thrive on praise and recognition so we give out lots of it! We are specific in its use so that our children know exactly what they have done well and that we are genuine. We reward children in a variety of ways and we encourage children to celebrate one another's success.

	<u>EYFS</u>	<u>KS1</u>	<u>KS2</u>
1. Praise in class	Specific and genuine praise Supportive gestures e.g smile, thumbs up Verbal comments (private and/or public) Written comments Stickers		
2. Praise goes home	Marvellous Me Stickers	Marvellous Me Stickers Written comments home	Marvellous Me Stickers Written comments home
3. Praise is displayed	Funshine Bear Board	Class recognition boards – themed to age/interests of children	Class recognition boards – themed to age/interests of children
4. Success is recognised	Star of the week	Weekly RICH learning certificates Half termly Celebration assemblies Happy Lunchtime Awards	Star of the half term Shared Learning assemblies Star of the Year
5. Group success is celebrated together	Golden Group of the week	House points and celebration event	House points and celebration event



Restorative Response

It is accepted that everyone in school has a responsibility to be kind, be safe and to be ready to learn. Behaviours that do not support this will be challenged following a restorative model, reflecting on who has been wronged/ harmed, who is responsible and what needs to happen to repair the harm.

When behaviour is unacceptable, all adults support early intervention. When a child behaves in a way that is unsafe, unkind or adversely affects the learning of others, it is addressed by the adult at the earliest opportunity.

Steps to Success		
	Steps	Actions
1	Class Instruction	Reminder of expectations, rules and desired behaviour. Clear instruction given. Link to positive behaviour prompts.
2	Private Instruction	Clear verbal reminder given privately - making child aware of natural consequences. Simple adjustments made to support the child. Offer class toolbox
3	Decision	Clear decision offered with consequences explained. Further adjustments made to support the child. Offer and support with personal toolbox.
4	Time to think	Short period of time in/time away for the child to regulate, reflect and consider the situation from a different perspective. Supportive adult intervention required.
5	Time to talk	Restorative Approach Emotion Coaching
6	Return to learn	Check that the child is ready to return to their learning Provide support and/or scaffolds if required

When a child demonstrates behaviour that persistently disrupts the learning of others or commits a serious one-off offence that puts another member of the school community at risk of harm, the Executive Head Teacher has a responsibility to consider and respond to the needs of the individual and of the whole school community. Fixed term exclusions will only ever be used as a very last resort and when every other form of support and intervention have been exhausted. Where this option is implemented, evidence will be provided to demonstrate how the school's restorative policy has been consistently and rigorously applied.