

Huntspill Community Federation



BEHAVIOUR POLICY



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Committee: Welfare
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This Behaviour policy & guidelines aims to determine key processes to enable effective teaching & learning within the Huntspill Federation of schools. The policy will establish:

- clearly stated expectations of what is accepted behaviour;
- processes which recognise, reward & celebrate good behaviour;
- effective behaviour management strategies;
- processes, rules & sanctions to deal with poor conduct.

STATEMENT OF PRINCIPLES

- All staff & pupils should show respect for one another.
- Using physical contact as a reprimand must be avoided.
- Good behaviour should be rewarded & sanctions should be applied consistently for unacceptable behaviour.
- All members of the school community are always considerate towards the learning needs of each individual & supportive of the school as a learning community.
- Appropriate action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of pupils.
- All members of the school community should be listened & responded to.
- All members of the school community are entitled to learn in a safe & secure environment.
- Pupils should act as appropriate ambassadors for the school on, for example, school trips, sports events and journeys to & from the school.
- All school staff should model positive behaviour & promote it through active development of pupils' social, emotional & behavioural skills.
- All members of the school community should understand & accept the principles on which the behaviour policy is grounded.

OUR COMMITMENT

We will ensure that pupils have access to high quality learning & social opportunities within the school environment by establishing & maintaining high standards of behaviour in all aspects of school life. We will encourage a positive, calm & purposeful atmosphere with an aim to make our federation:

- enjoyable
- safe, secure & free from violence or the threat of violence
- free of disruptions in lessons
- free from bullying
- free from racism, sexism & homophobia

AIMS

- to ensure consistency & care;
- to be fair & be seen to be fair;
- to treat all with respect, especially those who are more vulnerable;
- to have clear expectations & strategies;
- to listen to all members of the school community.

RIGHTS & RESPONSIBILITIES

Our rights are to:	Pupil responsibility	Staff responsibility	Parent responsibility
To be able to teach & learn	<ul style="list-style-type: none"> • Be punctual & ready for the lesson. • Listen & be involved in the lessons. • Follow instructions, stay on task, & ask for help. • Work as asked by member of staff. 	<ul style="list-style-type: none"> • Plan & teach the curriculum to the best of our abilities. • Make lessons relevant to the children's abilities. • Provide necessary support & resources for learners. • Assess children's next steps in learning. • Explain to pupils in an appropriate way. 	<ul style="list-style-type: none"> • Ensure arrival at school on time. • Ensure child is dressed appropriately (school uniform) - no jewellery (the only exception being studs for pierced ears) or nail varnish. • Ensure homework is completed on time. • Assist their children by encouraging them to read.
To be shown respect & be valued	<ul style="list-style-type: none"> • Include others. • Speak politely. • Welcome new people to school. • Share with each other. • Support & praise each other. • Listen to everyone 	<ul style="list-style-type: none"> • Model expected behaviour. • Show mutual respect to the community. • Welcome any newcomers to school. • Share ideas etc. • Support & praise all community members. • Listen to pupils 	<ul style="list-style-type: none"> • Show support & respect to school community. • Model expected behaviour. • Encourage, support & praise children.
To feel safe	<ul style="list-style-type: none"> • Play safely. • Keep our hands and feet to ourselves. • Say 'no' to bullying. • Speak to a member of staff if there is a problem. 	<ul style="list-style-type: none"> • Listen to problems & help solve difficulties. • Actively promote personal safety & intervene, if necessary. 	<ul style="list-style-type: none"> • Speak to teaching staff if there is a problem involving another child.
To move safely around the school	<ul style="list-style-type: none"> • Move around the school safely. • Be at the right place at the right time. • Follow instructions. 	<ul style="list-style-type: none"> • Check own classroom on a regular basis • Check communal areas etc. for safety issues. 	<ul style="list-style-type: none"> • Inform school if a different adult is collecting child.

	<ul style="list-style-type: none"> • Keep shared areas tidy. 	<ul style="list-style-type: none"> • Be prompt when on duty. 	
To settle disputes fairly	<ul style="list-style-type: none"> • Speak quietly & calmly. • Give others a chance to speak. • Be honest with ourselves & others. • Bring problems to the attention of a member of staff. 	<ul style="list-style-type: none"> • Speak calmly. • Give all concerned a chance to speak. • Be consistent in decisions. • Encourage children to resolve conflict peacefully. 	<ul style="list-style-type: none"> • Encourage children to settle peer conflicts themselves or with the help of a member of staff.
To keep property safe	<ul style="list-style-type: none"> • Treat school & other's property with great care. • Leave valuables at home. • Tell a member of staff if something is damaged. • Keep classrooms tidy & well presented. 	<ul style="list-style-type: none"> • Remind children about personal property. • Keep valuables safe. 	<ul style="list-style-type: none"> • Ensure that valuables are not brought to school unless authorized by a member of staff.

CODE OF CONDUCT

All children are expected to behave in a courteous & thoughtful manner towards everyone within the federation.

In school - inside or outside:

1. Always remember to say 'Please,' 'Thank-You,' & 'Excuse Me.'
2. Listen & look at the person who is talking to you or teaching you.
3. Speak in a pleasant way to other people. Try to speak quietly. Do not use bad language or shout.
4. Treat others well.
5. If something makes you angry, try to deal with it in a way which does not upset people further.
6. Do what you are asked to do - immediately.
7. If you think an adult has misunderstood, say 'Excuse me,' then explain politely. Do not answer back.

In the classroom:

1. Be ready with the correct equipment at the start of the lessons & start work when asked to do so.
2. Look after equipment & property & tidy it away when you have finished with it.
3. Put your hand up if you wish to say something during a class discussion. Do not interrupt or call out.

In the playground:

1. Share equipment where possible. Do not take from someone else without asking.
2. Invite others to join in your games when possible, if they want to.
3. Return all equipment you have been using to the correct place when you have finished with it.
4. When the bell rings, walk quietly to your line.
5. Put litter in the bins provided.
6. You are not allowed to bring your own toys to school.

In the dining room:

1. Say 'Please,' 'Thank-you' & 'Excuse me' to dinner staff.
2. Walk into lunch.
3. Talk quietly & only to people sitting near you on your table.
4. Eat politely & try to keep your place clean.
5. Eat only your own food & do not share with others.
6. When you have finished, leave the dining area quietly.

ENCOURAGING POSITIVE BEHAVIOUR - REWARDS

The reward system exists to promote self esteem in our pupils & to encourage them to be hard working & contributing members of the federation. Whilst recognising the importance of consistency, the federation also acknowledges that at different stages within a child's life at school, different ways of rewarding good behaviour may be appropriate.

STAGES OF REWARD	
STAGE ONE	<ul style="list-style-type: none">• Non-Verbal Praise: 'Pats on the back', smiles, thumbs up etc.• Verbal Praise: Verbal praise can range from a quiet word to a public recognition in the class or whole school assemblies. It can be given to & by everyone.• Display of pupil's work: Children's work will be presented in such a way that it would be obvious to any visitor that we are proud of success & effort. Work will be displayed in classrooms & around the school.• Stickers: Stickers are awarded for good work & to encourage positive behaviour.
STAGE TWO	<ul style="list-style-type: none">• Sticker Cards: Stickers are awarded for good work & positive behaviour.• Lucky Dip: When the children have achieved 20 stickers on their card they can visit the Headteacher for a 'lucky dip'.• Contact with parents: Positive comments can be passed onto parents by the classteacher.
STAGE THREE	<ul style="list-style-type: none">• Celebration Assembly: Certificates for achievement are handed out in a weekly sharing assembly.• Golden Book: Good work/behaviour will be rewarded by having the pupils name entered into the Golden Book.• Lunchtime Award: A pupil from each class is awarded a 'Lunchtime Award' by the dinner ladies. A Lunchtime Award Certificates will then be handed out in a weekly sharing assembly.

Classteachers may operate additional reward systems within their classrooms which do not clash with the agreed school systems.

THE USE OF SANCTIONS TO PROMOTE ACCEPTABLE BEHAVIOUR

The school aims to develop a positive climate of praise & encouragement, supported by class rules engendered by pupils. However, we recognise that, from time to time, there will be recourse to sanctions when behaviour is deemed unacceptable & not conducive to learning.

In the classroom these will include:

- Verbal reminders, reminder of school rules, loss of privilege time.
- Cool off time (children can be removed from the class for time to cool down).
- Behaviour recorded & logged centrally.
- Time-out of class.
- Behaviour Support Plan
- Fixed term exclusion.
- Permanent exclusion.

Please note that a child may go to higher stages immediately depending on the seriousness of the incident. Parents/carers can be contacted at any time. A child can have an individual behaviour plan, which can last for longer periods. Depending on the child involved outside agencies such as an Educational psychologist, behaviour support team, or school nurse can be used.

In the playground and at lunchtime this will be:

- Verbal reminders, reminder of school rules and short term correction.
- Behaviour is recorded & logged centrally.
- Time-out:
 1. Child to sit on a 'Time Out Bench' for a set time.
 2. Time Out - removed from playground
- Behaviour Support Plan
- Fixed term exclusions.
- Permanent exclusion.

Extra-curricular clubs:

All these rules apply to extra-curricular clubs. Children who do not comply will be told to miss the next session. If poor behaviour continues they will no longer be allowed to attend.

Internal Exclusion:

A child may be kept in by the classteacher at playtime or lunchtime. A child may also be sent to another classroom to work by the classteacher .

The same expectations for the behaviour of our pupils also applies to activities arranged by the school, such as educational visits & sporting events, behaviour on the way to & from school, & behaviour when wearing the school uniform in a public place.

SANCTION STAGES	
STAGE ONE	<ul style="list-style-type: none"> • A quiet word: It should be explained to the pupil what they are doing incorrectly & the reasons for not doing it. • More assertive warning: If the behaviour continues, a more assertive word is required & a warning about the consequences if it continues. • Firm and Final Warning: Make it clear that this is a final warning. • Change of Seating Position: A pupil is asked to move from their seat to another (if space available, a designated area) where they will have a clear explanation of the behaviour required for them to return to their original place.
STAGE TWO	<ul style="list-style-type: none"> • Keeping the pupil in: If the poor behaviour continues, the pupil may be kept in, forfeiting a part of their lunchtime or playtime. This is considered to be an internal exclusion. • Loss of free time: In addition to keeping the pupil in at lunch or break time, other periods of free time e.g. Golden Time may be withdrawn. • Written/ verbal apologies: In certain circumstances, it may be appropriate for the pupil to apologise for his or her behaviour in a written or verbal form.
STAGE THREE	<ul style="list-style-type: none"> • Recorded warning: For isolated incidents of serious misbehaviour, senior staff may issue a 'Formal Recorded Warning' - a letter home. • Inappropriate behaviour logged centrally: If there is persistent or severe behaviours displayed, this should be logged. • Internal Exclusion: A pupil may be removed from their own class & placed in another classroom where work will be provided. If the behaviour is severe, it may lead to time spent with the Headteacher. • Behaviour Support Plan: A pupil may be identified as needing additional support for their behaviour. In this case, it may be deemed necessary for the pupil to be placed on a Behaviour Support Plan. This may require additional support from the school, parents & the LA.
STAGE FOUR	<ul style="list-style-type: none"> • Fixed Term Exclusion: On some occasions the Headteacher may feel that formal processes should be activated to remove the child from the school temporarily. Exclusion is an extreme step and will only be taken in cases where: <ol style="list-style-type: none"> 1. Long term misbehaviour is not responding to the strategies employed & the safety & learning of others is being seriously hindered. 2. An incident of extreme seriousness has occurred & all parties need a period of time to consider the best course of action.
STAGE FIVE	<ul style="list-style-type: none"> • Permanent Exclusion: On rare occasions the Headteacher may feel that a formal process should be activated to remove the child from the school permanently. Permanent exclusion is an extreme step & will only be taken in serious cases where it is believed that the immediate impact on safety & learning is unacceptable. • All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the governing body against the decision to exclude.

Fast track:

For certain misbehaviours, a pupil will by-pass Stage 1 &/or 2 in order to enter the sequence deemed appropriate (3, 4 or 5).

USE OF FORCE & RESTRAINT

What is reasonable force? Reasonable force covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight, or restraining a pupil to prevent violence or injury.

Who can use reasonable force? The Department for Education says the power to use reasonable force applies to staff at the school.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In our schools 'reasonable force' is used as a last resort. It should **only** be used to **prevent pupils from hurting themselves or others**. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned but should be based on the judgement that not to intervene would result in the pupil hurting themselves or others.

Note: Further guidance is available from the DfE: *Use of reasonable force. Advice for headteachers, staff & governing bodies. July 2013*

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