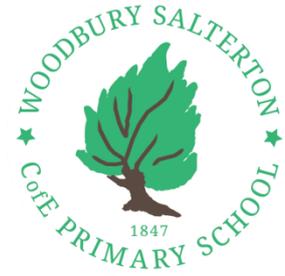# Pebblebed Heath Federation

Behaviour Policy

Governors' Statement of Guiding Principles: Behaviour

This document outlines the Governors' Statement of Principles for behaviour. It is used to guide the Executive Headteacher in drawing up the School Behaviour Policy. The production and implementation of the Behaviour Policy is the responsibility of the Executive Headteacher, with the support of the Governors.

The Governors' Values, Beliefs and Principles

The governors wish the school to promote these values, beliefs and principles in the Behaviour Policy based on the Whole School Code of Conduct:

The principles of the school behaviour policy should be to:

- To create a school community which is safe, purposeful, friendly and a good place for children based on high standards, shared values and a clear understanding of the behaviour expected
- To foster caring attitudes and encouragement towards everyone where achievement levels are acknowledged and valued
- To help pupils to grow into responsible, self-disciplined young people who show respect for others and who have learnt to accept responsibility for their own behaviour
- To effectively manage pupils' behaviour by encouraging a whole school approach to behaviour management clearly understood by pupils, parents and staff
- To make boundaries of acceptable behaviour clear to ensure safety
- To promote the concept of positively representing the school inside and outside of school
- To promote a partnership of shared responsibility for behaviour

Within the policy it should be clear that:

- There is a system of rewards
- Good behaviour is actively encouraged throughout the school
- Sanctions and rewards should be proportionate and take into account the circumstance, child's age, any special needs, disability or religious requirement
- View each incident of behaviour in context
- When dealing with crisis situations need to maintain values of care & wellbeing
- Members of staff have the power to use reasonable force to prevent pupils committing an offense, injuring themselves of others, damaging property or to maintain good order using positive handling and prevention strategies
- Members of staff can confiscate, retain or dispose of a pupils' property, so long as it is reasonable in the circumstances
- Members of staff can search for prohibited items, i.e. bags with respect to age and sex of child
- Teachers can discipline pupils in certain circumstances outside of school
- After-school sanctions may be used by the headteacher after careful consideration and agreement from parents
- Removal from peer group may be used if in the interests of the pupil in line with behaviour sanctions
- Safeguarding of children is paramount
- Exclusion should only be considered in line with DCC guidelines
- Staff should have appropriate training

Our Behaviour Policy

Our Aims - Clarity and Consistency

We expect a practice which is relevant, clear and understood by **all** pupils, parents and staff. To ensure this our rules, rewards, sanctions and expectations around behaviour are revisited, reviewed at regular intervals and agreed by all.

We expect the highest standards of behaviour and encourage positive relationships between all members of the school community based on Christian values.

All staff have high expectations for children's behaviour and respect their individual needs. All adults respond appropriately to the age and stage of each individual child, particularly when responding to challenging behaviour.

1. Positive Behaviour Management

As a school we recognise that positive behaviour strategies are more effective and therefore take every opportunity to promote this through the use of positive praise and rewards.

Staff always model and praise the positive behaviour we see which helps to promote and emphasise appropriate behaviours. During child-initiated play, we support and model social skills to promote social and emotional development and to encourage children to empathise. For example, encouraging our children to show 'sorry' using actions, rather than just verbally saying it.

The Golden Rules

Our whole school rules are the Golden Rules which reflect the behaviour that we model and expect throughout our caring Christian school community.

Be kind and helpful – Don't hurt people's feelings

Be gentle – Don't hurt anyone

Listen – Don't interrupt

Try hard and do your personal best – Don't waste your own or other people's time

Be honest – Don't cover up the truth

Look after property – Don't waste or damage things

The children agree specific focus rules within class, all of which are part of the Golden Rules. Our agreements are clearly displayed within each class and are part of our everyday dialogue. Our agreements are expressed positively. Pupils spend an appropriate amount of time exploring what the expectations mean through a variety of ways e.g. Circle Time, drama, photographs, dance, art etc.

The revisiting of our expectations and agreements regularly is vital for them to remain important and relevant.

All adults work in partnership to model, reinforce and support our expectations.

Promoting and Rewarding Good Behaviour

At school we like to take every opportunity to say 'well done' to children who are making good behaviour choices. This includes praise during Collective Worship', certificates and/or commendations from staff. Individual classes can also have rewards.

What Happens at Break time and Lunchtimes

Social times, such as break and lunchtimes, are an important part of our school provision with the following aims:

- To develop social skills;
- To have the opportunity to interact;
- For the enjoyment of positive play;
- To be healthy – to have fresh air, exercise and the opportunity to relax
- For the opportunity to work with adults and peers in a less structured, positive environment

We believe in the importance of positive approaches to behaviour including the importance of social learning which is encouraged by pupils having the opportunity to praise each other. Peer praise is very meaningful from pupils' during Collective Worship which provide high quality opportunities for praise linked to deeper learning.

Recognising the importance of positive comments and praise, staff, parents and governors are invited to employ this wherever possible in our relationships with each other, as well as with our pupils.

2. What Happens When Things Go Wrong:

Within our positive approaches we recognise that there may be times when a pupil might make a bad choice and a consequence must follow. Our aim is to give support and opportunities for children to change their choice and show they have learned. However, if they show no willingness to do so, then a consequence will follow.

1. A 'Look' or a non-verbal reminder
2. Verbal Warnings
3. Teacher reflection time/ Red Card
4. HT Reflection/Red Card – Loss of lunchtime supervised by EHT or HoL or member of SLT
5. Internal Exclusion – supervised by SLT
6. Fixed term Exclusion
7. Permanent Exclusion

NB: Interim step can be to complete learning in another class and class teacher Reflection/Red Card – part loss of lunchtime supervised by class teacher.

- In the EYFS, behavioural expectations are reinforced using a total communication approach, such as visual prompts, gestures and clear language. Staff always model and praise the positive behaviour we see which helps to promote and emphasise appropriate behaviours. During child-initiated play, we support and model social skills to promote social and emotional development and to encourage children to empathise. For example, encouraging our children to show 'sorry' using actions, rather than just verbally saying it. Also, staff ensure trigger points are identified for children and potential inappropriate behaviours are minimised as much as possible.

- All adults involved with children need to endeavour to communicate clearly about where specific children are in terms of their behaviour.

- If pupils do not show a willingness to put things right after a teacher reflection time they will be given a Red Card/HT Reflection time recording the date, the incident and who dealt with the issue. Where possible, a minimum of two adults will agree if a Red Card is appropriate **during lunchtimes**. Sufficient time will always be given for children to make the right choices.

- Behaviour incidents at all levels will be recorded on CPOMS.

- All staff use their professional judgment when deciding what steps to take to deal with behaviour, however certain behaviours will go automatically to either a red card/HT Reflection time or beyond.

- Consistency and communication are paramount if a whole school approach to behaviour management is to be successful. When behaviour goes wrong, the class teacher will speak to the parents as soon as possible. In this way the school ensures parents are kept fully informed.

- Occasionally, staff will have class parties and attendance at such events, as well as school trips and afterschool clubs will depend on acceptable behaviour.

SEND

In managing behaviour difficulties, the school will have regard for the Code of Practice for children with SEN (special educational needs) and will strive to ensure that children's special learning needs are identified and met. Identified children will be given support where appropriate from external agencies (Educational Psychologist, Educational, Welfare Officer, Behaviour Support team). Support will involve devising an individualised programmed in terms of building self-esteem, taking responsibility and being included as part of the school community

All staff have an excellent knowledge of our children and their individual needs. Using the support of the *Devon Graduated Response Approach* document (DGRA) - 'Assess, Plan, Do, Review', we can continuously reflect on the approaches and strategies we use in order to meet the children's individual needs.

Often children with behavioural SEN will have individual plans. The policy will therefore apply to them, but the sanctions/strategies employed will be in accordance with their plan. Information regarding these children and their plan will be shared with all appropriate staff.

Exclusions

Exclusions may be either internal, i.e. the child to be in school, but learn away from other pupils, or fixed term external, where the pupil to undertake their learning off site, and permanent. Following exclusion, the pupils and parents will be called to a meeting in school. Parents are always informed by standard letter if any fixed term or Permanent Exclusion has been given, as per DCC guidelines.

The list below, which comes from the DfE national standard list of reasons to be used when reporting exclusion, gives examples of behaviour that will not be tolerated and **will** result in internal or fixed term exclusion:

- Physical assault against pupil or adults (i.e. fighting, violent behaviour and/or wounding)
- Verbal abuse/threatening behaviour against pupil or adults (i.e. threatened violence, aggressive behaviour, homophobic abuse and harassment and/or carrying an offensive weapon
- Bullying (i.e. verbal, physical, racist or homophobic bullying)
- Damage (i.e. damage to school or personal property belonging to any member of the school community)
- Theft
- Persistent disruptive behaviour

Throughout all our responses to behaviour, we recognise that our partnership with parents and carers plays a vital role in ensuring good outcomes for pupils. We will work, wherever possible, in agreement and consult fully on actions and next steps.

Where any pupil requires a consequence such as Red Card/HT Reflection or exclusion, these will be recorded and monitored in an on-going programme in order to develop the school's response and future support. Behaviour is recorded and categorised on CPOMS. All incidents are sign posted to SLT. Actions are then recorded (if necessary this is daily). Behaviour incidents and successes are shared with relevant adults and parents. Incidents are reviewed by pastoral care team regularly.

When this happens the SLT will speak to the parents as soon as possible. In this way the school ensures parents are kept fully informed.

Permanent Exclusion

Permanent exclusion will be considered in response to a serious breach, or persistent breaches, of the school's Policies for Behaviour, Anti-Bullying, Cyber-Bullying or Internet Rules and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. When this happens the SLT will speak to the parents as soon as possible. In this way the school ensures parents are kept fully informed.

a) Immediate Permanent Exclusion

The list below, which comes from the DfE national standard list of reasons to be used when reporting exclusion, gives examples of behaviour that will not be tolerated and **may** result in immediate permanent exclusion:

- Physical assault against pupil or adults (i.e. fighting, violent behaviour and/or wounding)
- Verbal abuse/threatening behaviour against pupil or adults (i.e. threatened violence, aggressive behaviour, homophobic abuse and harassment and/or carrying an offensive weapon
- Bullying (i.e. verbal, physical, racist or homophobic bullying)
- Damage (i.e. damage to school or personal property belonging to any member of the school community)
- Theft

b) Permanent exclusion for persistent breaches

The list below gives examples of behaviour that is not acceptable and **may** result in permanent exclusion for persistent breaches. This is not an exhaustive list. If behaviour is continuously not acceptable, the Executive Head Teacher will advise the parents/carers and pupil that permanent exclusion will be considered unless behaviour improves.

- challenging behaviour
- disobedience
- persistent violation of school rules

Emergency Procedures

DfEE Circular 10/98 sets out the three broad categories in which *reasonable force* may be appropriate, or necessary, to control or restrain a pupil.

1. Where action is necessary in self-defence because there is an imminent risk of injury
2. Where there is a developing risk of injury, or significant damage to property
3. Where a pupil is behaving in a way that is compromising good order and discipline

The decision to use physical intervention will be made only where it is necessary for staff to prevent a child from inflicting damage on themselves, on others or on property. Any physical contact must use minimum force for desired result and be proportionate to any force used against you.

If a child is posing a threat to himself/herself or others and refuses to co-operate, move the other children to safety. Reasonable force may be used to prevent a child from committing a criminal offence, injuring themselves or others, damaging property, or acting in a way that is counter to maintaining good order and discipline at school. Detailed records will be kept of all incidents where positive handling is used.

Bullying

Everyone has the right to feel welcome, secure and happy, and to be safe. Only if this is the case will all members of the school community achieve their best. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this from happening. (Please see anti-bullying policy.)

Equal Opportunities

We aim to be fully inclusive and works hard to create a welcoming Christian community which fosters psychological, emotional and intellectual growth. We do not discriminate in any way against any pupil seeking admission. Once pupils are at school, our aim is to provide the best possible learning experiences for all. This includes providing appropriate support to children who require a different approach in order to access the curriculum and wider opportunities. We seek to include all children in having full access to all activities. (Please see the school's Equality Policy.)

Child protection/safeguarding

We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. (Please see our Safeguarding and Child Protection Policy.)