EXCELLENCE IN EDUCATION FEDERATION

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Behaviour Policy

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Executive Head Teacher	Milan Stevanovic
Chair of Governors	Jennie Hutton

This policy is written with reference to:

- DfE 2016 guidance 'Behaviour and Discipline in Schools: A guide for Headteachers and School Staff'.
- Equality Act 2010

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1. Mission Statement

Excellence in Education Federation stands resolutely by the belief that all children are capable of understanding why communal rules need to exist; it contends that those pupils have the ability to make good choices. It is a hopeful vision that all pupils will realise their potential during their time at our school. The school is committed to providing all pupils the access to a system of consistently applied consequences that are proportionate to the misdemeanour in question so that all of the children at the school can learn and achieve.

Our schools strive to develop an ordered, trusting, supportive and caring environment that bases its practice upon a shared understanding of others. Kindness, gratitude and empathy are taught by school staff and parents in order for the children to learn that these actions become our habits and our habits become our character. These values are promoted through setting consistent, high expectations of behaviour throughout the school. Excellence in Education Federation is dedicated to ensuring inclusion occurs, where every child and adult feels comfortable to voice their opinions, is listened to, feels safe and treated fairly.

2. Aims

The purpose of this Behaviour Policy is to encourage the highest levels of behaviour and to support pupils in taking responsibility for their own behaviour management. Good behaviour and self-discipline have strong links to effective learning and are vital skills for pupils to carry with them both during and after their school years. It is important to note that all members of staff have the authority and responsibility to tackle poor behaviour which occurs in school, and in some circumstances, outside of school.

This Behaviour Policy aims to:

- ensure expected standards of behaviour are shared with the whole federation community
- ensure all adults and pupils understand, support and promote the principles underpinning the policy
- ensure boundaries, sanctions and rewards are consistent and understood by all
- enable pupils to develop reasoned, self-discipline and socially acceptable behaviour, demonstrating respect towards each other and adults
- allow all to reach a high level of self-esteem where they are happy, feel good and enjoy each other's company
- ensure everyone maintains high standards of appearance and orderliness around the school, encouraging pupils and adults to take a pride in themselves, their school and the wider community
- ensure effective learning opportunities for all
- ensure inclusive practice and equality of opportunity

3. Expectations with regards to behaviour management

All staff have high expectations of the children in terms of their behaviour, choices and relationships. At Excellence in Education Federation, we believe it is important to 'catch' children being good and praise good choices to promote positive behaviour.

All staff therefore are expected to:

- set high standards of professional behaviour, politeness, self-discipline and respect to all

- listen to pupils, making it clear through their response that pupils' comments are being taken seriously and are of importance.
- actively support the Behaviour Policy through discussion with pupils, role modelling the expectations at all times in and out of school and leading through example
- discipline pupils whose behaviour is unacceptable, who break school expectations or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- discipline pupils at any time the pupil is in school or elsewhere under their charge
- apply the principles, rewards and sanctions as detailed in the Behaviour Policy as part of their behaviour management whether in the classroom, around the school or on off-site visits
- report concerns related to behaviour of pupils, staff, governors and parent/carers to a relevant member of the SLT or agency as laid out in this policy or other policies (such as Safeguarding or Whistle Blowing)

Nursery Aged Children

When our nursery aged children behave in inconsiderate ways, we recognise that our methods of supporting them to improve their behaviour will need to be developmentally appropriate to their age and level of thinking. We appreciate that very young children can struggle to express their emotions and these can sometimes be expressed through challenging behaviour. Sensitive adult support is required to help the children.

Senior Leaders

It is also expected that the Senior Leaders will implement the following:
- support staff by implementing this policy and by setting the standards of behaviour
- ensure this policy is implemented consistently throughout the schools in federation and report to governors, when requested, on its effectiveness
- ensure the procedures to keep all children and adults safe are adhered to
- maintain a record of all reported serious incidents

The Heads of School can consider internal and fixed term exclusions for individual pupils for:
- physical assault against a pupil/and/or staff member.
- verbal abuse against a pupil/and/or staff member.
- bullying
- racial, homophobic or sexual abuse
- damage to school property
- persistent disruptive behaviour
- theft
- drug and alcohol abuse

For repeated or very serious incidents the Heads of School may consider permanent exclusion, please refer to the exclusion policy.

Governors

Governors are expected to:
- refer all matters regarding discipline to the Heads of School who, in consultation with relevant parties, will investigate all issues • know the school's Behaviour Policy and actively support it, in particular role modelling the expectations at all times whilst in and out of school

Parents and carers

Parents and carers are expected to:
- show that they will respect and support the school's expectations and the authority of the school staff
- know the Behaviour Policy and actively support it through discussions with their child(ren) as appropriate, role modelling and leading through example to support the expectations of the school
- agree to adhere to the home school agreement

• ensure their child(ren) adhere to the school's expectations; that they are in school on time, appropriately dressed and ready for school

Discipline beyond the school gate

It may be seen necessary to discipline and sanction pupils for misbehaving outside of the school premises. In reference to the DfE guidance 'Behaviour and discipline in schools – Advice for Heads of School and school staff January 2016' it states that the law allows the following: Teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'. Teachers may discipline pupils for:

Misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil at the school

or misbehaviour at any time, whether or not the condition above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. Parents will be notified by the teacher dealing with the incident. If many pupils are involved, it may be seen appropriate to notify parents of the circumstances via letter.

4. Behaviour Management

School Expectation

At Excellence in Education Federation, we believe in creating a positive environment where we encourage pupils to make choices which lead to effective relationships and help children become positive, responsible and increasingly independent members of the school community. Praise is a vital part of promoting a positive environment in our school. It encourages pupils to make good choices and helps build strong relationships. All members of the school and wider community are encouraged to 'catch' good behaviour and celebrate it.

How we encourage positive behaviour in the school

Below are the strategies used to encourage pupils to make good choices and to promote a positive ethos:

- use of specific praise and positive reinforcement
- encourage sharing and negotiation
- staff, volunteers and pupils set good examples of how to be positive role models
- children are consulted when class rules/boundaries are set
- children are helped to understand the consequences of any unwanted behaviour
- children are helped to challenge bullying, harassment and name-calling
- children are encouraged to be responsible
- children are reassured that they are respected as individuals even if their behaviour may be sometimes unacceptable

Rewards

To reward positive behaviour in and around the classroom, it is necessary for class teachers to give regular positive verbal feedback to: promote good choices and behaviour, refer to good role models and provide specific praise. When these behaviours are shown regularly then the following hierarchy of reward is to be followed:

- merit marks
- table points
- marbles

- citizen of the week
- student of the week
- Bronze Award
- Silver Award
- Gold Award
- Diamond Award
- Head of School's Award

Sanctions

When children do not adhere to the school rules there will be a consequence for their behaviour.

Examples of negative behaviour warranting in a sanction include:
- Damaging property
- Disrupting others
- Extreme Incidents – such as homophobic or racist behaviour
- Fighting - hitting/hurting
- Name calling
- Not wearing correct school uniform without an appropriate reason
- Not following staff instructions
- Continually off task
- Offensive language
- Rudeness to an adult
- Being irresponsible
- Not showing respect

In the classroom

In the classroom a verbal warning is given to the pupil to give them the chance to correct their unwanted behaviour and clear expectations are given by the member of staff. The following hierarchy of sanctions is followed:
- Warning 1 – child spoken to and reminded of correct/ expected behaviours
- Warning 2 – child is asked to move away from the situations/table/partner and spends time at 'Zones of Regulation' table/space
- Warning 3 – child is sent to the other class in year group (escorted by another child) and behaviour is recorded on CPOMS • Warning 4 – child is sent to the Phase Leader (escorted by another child)
- Warning 5 – child sent to the Head of School (escorted by another child) where a consequence will be decided and fed back to the class teacher.

Playground Warnings

A verbal warning is to be given to the pupil to give them the chance to correct their unwanted behaviour and clear expectations are given. If the child's behaviour does not change then they will be asked to visit the 'Lose the Right to Play' table where a member of the Senior Leadership Team will support them to reflect on the unwanted behaviour and for appropriate consequence to be decided.

Restorative Approaches

To manage unwanted and challenging behaviour/conflict we use Restorative Approaches (RA) within the federation. RA is based on the approach used by the police – Restorative Justice. The aim is for it to build on children's motivation and self-awareness and in time to enable the school to use less high-end sanctions. It gives our pupils the chance to tell their side of the story and express their feelings. The pupils are given the time to understand how a situation occurred and how it could be avoided in the future. We believe that RA allows pupils to feel understood by the others involved, to have an acknowledgement of the harm caused and to find a way to move on and feel better about themselves. This approach helps the children to understand that they have made a poor choice and encourages them to make appropriate choices in line with the school rules.

Restorative questions are used to help the adult dealing with the situation to understand what has occurred. These questions also help the child to process their feelings and actions. They are:

- 'What's happened?' / 'What's going on?'
- 'What were you thinking at the time?' / 'What were you feeling inside?'
- 'Who has been harmed/affected by what has happened?' / 'How have they been affected?'
- 'What do you need to feel better about this?'
- 'What do you think needs to happen to put things right?'
- 'How will you choose to behave in the future?'

Report and Behaviour Plans

On some occasions it may be seen appropriate to place a child on 'Report'. Depending upon the unwanted behaviour the child is showing, will determine how often they need to report to a member of the Senior Leadership Team, Head of School. Children will only be kept on report for a half term when their behaviour will be reviewed. It may also be seen as appropriate to draw up a Behaviour Plan for a child which will detail the school's concerns surrounding the child, the support they require to improve their behaviour, the key strategies in place to deal with it and the specific measurable targets for improvement.

In the event of a fixed-term exclusion the school will adopt the legislation and guidelines as set out by the DfE.

Inclusions and Interventions

Where there are persistent, unwanted behaviours then it may be necessary to involve the Inclusion Leader and/or SENDco in order to develop strategies and targeted intervention. It may also be necessary to engage involvement from outside agencies to advise and assist the school in supporting the pupil with their behaviour. If this is seen necessary, then parents will be informed and permission will be requested.

Bullying Incidents

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

It is important to note that bullying is not day to day disagreements or friendship disputes.

Excellence in Education Federation wants to make sure that all pupils feel safe at our schools and accepted into our schools' community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated.

If an allegation of bullying does come up, the school will:

- Take the allegation seriously
- Act as quickly as possible to establish the facts
- Record and report the incident; depending on how serious the case is, it may be reported to the Head of School. Provide support and reassurance to the victim
- Make it clear to the perpetrator that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions and the school will make sure that they understand what they have done and the impact of their actions
- Ensure that if a sanction is used, it will correlate to the seriousness of the incident and the perpetrator will be told why it is being used
- Consider whether exclusion is appropriate in light of the circumstances

Discrimination

No form of discrimination will be tolerated at Excellence in Education Federation.

This policy is written in accordance with the 2010 Equality Act. Any incidents involving race, gender, sexual orientation or disability will be dealt with appropriately and recorded separately.

5. Managing Pupil Transition

We carefully manage the transition of pupils as they progress from one year group to the next and, to a greater extent, from Key Stage to Key Stage. Pupils have transition sessions with their new teacher and we hold handover transition meetings every year to enable clear communication for staff. We are especially careful in ensuring that transitions for pupils with particular needs are fully prepared at each stage both internally and externally. We have good communicative relationships with local secondary schools and pupils are encouraged to attend taster days and visit prospective new schools. Relevant staff will also visit schools and liaise with the Heads of Year 7/ SENDcos/ Inclusion Leads in order to ensure smooth transition for pupils. Not only are pupils prepared for the academic transition of moving to secondary school, but also the social element.

6. Physical Contact with Pupils

Physical Intervention and Incidents

We acknowledge that staff must only ever use physical intervention as a last resort:

- when a child is endangering themselves or others
- when they are disrupting the learning of other pupils
- when they are damaging school property

If physical intervention is required then staff are aware that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be recorded. Staff who are likely to need to use physical intervention will be appropriately trained in the Positive Handling technique. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under safeguarding or disciplinary procedures. We recognise that touch is appropriate in the context or working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

Confiscation and Disposal

Staff have the power to confiscate any item which is illegal or banned from school. In most circumstances staff confiscate items which are banned from school and return them to pupils at the end of the day. However, on occasions this will not be appropriate and in those cases the following principles will apply:

- Illegal items will be handed to the Police
- Legal but banned consumable items (such as foodstuffs, tobacco) will be disposed of
- High value items e.g. mobile telephones which are confiscated will be held securely until a parent can make arrangements to collect them

Screening and Searching

The DfE guidance, 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies' (2018), recommends that it may occasionally be necessary to search a pupil with or without their consent. This will only be done when the school has reasonable grounds to believe a pupil may be carrying illegal, stolen or prohibited items. Suspicion may be aroused because a child is acting suspiciously or because of something said by the child. The following guidelines will be used in these situations:

- Searches will be carried out by members of the Senior Leadership Team
- Searches will be carried out, out of sight of other children
- There will always be two members of staff present when a search takes place. At least one of those will be the same gender as the child
- Children will NOT be frisked or asked to remove clothing other than outerwear but they may be asked to remove their coats, turn out their pockets and bags and lift up their trouser legs to reveal their socks
- Throughout the screening children will be talked to and reassured that there is no threat to them and that they have nothing to worry about if they are not carrying anything

- If pupils refuse to be searched or if they abscond their parents, the police will be informed. If pupils become abusive or threatening the search will be stopped, the pupil isolated and their parents called
- All searches will be logged
- Parents will always be informed if a pupil has been searched and the result of that search

This Behaviour Policy should be read in conjunction with the following documents:
Child Protection and Safeguarding Policy
Special Education Needs Policy
Home-school Agreement