



STRIVING TO BE THE BEST WE CAN BE

THE WYE FOREST FEDERATION
ST.BRIAVELS AND REDBROOK
CHURCH OF ENGLAND
PRIMARY SCHOOLS

Name of Policy: Behaviour Policy

Date 22.10.19

Review Date 22.10.21

Signed Sarah Helm (Executive Headteacher)

Signed Susan Young (Chair of Governors WFF)

Date of Review: _____

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**The Wye Forest Federation
BEHAVIOUR POLICY 2019**

Ready, Respectful, Safe

1 Aims and expectations

- 1.1** It is the aim that across our Federation that every member of the school communities feels valued and respected, and that each person is treated fairly and well. We are caring communities, whose values are built on compassion, mutual trust and respect for all. The Federation's behaviour policy is therefore designed to support the way in which all members of both schools can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2** The schools have three behaviour expectations, **Ready, Respectful & Safe**. These expectations, reflecting our Christian Values and supported by our policy, are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to flourish and thrive as we strive to be the best we can be. This policy supports the school communities in enabling everyone to work together in an effective and considerate way.
- 1.3** The schools expect every member of the federation to behave in a considerate way towards others.
- 1.4** We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school communities.
- 1.6** The schools staff notice and promote good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This approach, supported by this policy, is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and sanctions

- 2.1** We praise and reward children for good behaviour in a variety of ways:
- All adults **expect** children to be ready, respectful and safe.
 - All adults **notice** good behaviour and specific praise is given for behaviour that is over and above the expectation.
 - Children are encouraged to notice and celebrate the good behaviour of others.

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- All classrooms employ 'Going for Gold'. This is a reward system for noticing when children go over and above. This can be in relation to; our behaviour expectations of ready, respectful and safe; modelling our Christian values of Courage, Compassion, Respect and Resilience; living our vision of 'Striving To Be The Best We Can Be'; learning related celebration; or for anything that fits with our ethos and aims. Post-it notes with children's names written on will be stuck on the class Going for Gold reward board. These will be collected for the weekly celebration worship and brought to the service. Gold HT stickers will be given to these children.
- Each class teacher will choose two children per week to receive HT certificates and will keep a record of those who have received them.
- In addition, notes home/wow board may be given/used for those children consistently:

going over and above our behaviour expectations of being Ready, Respectful and safe
demonstrating our Christian values of Courage, Compassion, Respect and Resilience.
Striving to be the best they can be

Where behaviour does not yet meet our expectations:

- The child will receive a **reminder** of the expectation.
- The child will receive a warning that they are not yet **making the right choice**.
- The child will be cautioned that if continued their behaviour is leading to **time-out**.
- The child may be asked to spend **time-out** away from the class (within the classroom, or in another classroom, where possible with a sandtimer for EYFS/KS1 children for age in minutes + 1 minute, as appropriate for KS2 children but with a notified time limit)
- The child will be given opportunity **to reflect and restore** any relationship as necessary. Apologies for behaviour that doesn't meet our expectations are not demanded but may be suggested as part of the restorative process in order to begin the process of forgiving.

To ensure a consistent approach the language highlighted in bold is appropriate language to be used at the WFF when supporting behaviour.

- 2.2** The schools employ a number of approaches, including sanctions, to support children in meeting the behaviour expectations, and to ensure a safe and positive learning environment. We employ sanctions appropriately to each individual situation.

- We expect children to be ready to learn; where children are not demonstrating they are ready to learn they will be reminded of the expectation. The next step to support is to ask the child either to move to a place nearer the teacher, or to sit away from the group but in a position to access the learning.
- We expect children to 'be the best they can be' in all activities. If this expectation is not met, we may ask them to redo a task, at school or at home.
- We expect children to be safe and ensure others are safe. If a child's behaviour endangers the safety of others, the class teacher or supervising adult stops the activity and reminds the children of the expectation to be safe.
- We expect children to be respectful, both of others and of property.
- Where behaviour falls short of our expectations, adults will ensure the child/children are **in a private space**, talk to the children individually if required and listen carefully.
- Sanctions may include an agreed length of time out in a different class or missing the beginning/part of a playtime or lunchtime (but never all).

Where incidents are deemed to be serious, eg swearing at staff, biting and including homophobic/ biphobic/ transphobic or racist language/name calling, parents will be contacted by telephone during the school day or informed at the end of the day upon collection. A record will be kept of the behaviour incident via our safeguarding system- CPOMS and reported to the LA as appropriate.

Any sanction used must be appropriate to the age of the child and must take into account their individual needs. Parents will be informed of sanctions for more serious behaviour incidents.

The school will work in partnership with parents where behaviour is deemed to be more serious or repeated.

School staff will take **a restorative approach** to behaviour incidents. Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it. The questions below are provided in a proforma (annex A) as a script for staff to follow:

- **What happened?**
- **What were you thinking and feeling at the time?**
- **What have you thought about it since?**
- **Who has been affected and in what way?**
- **How could things have been done differently?**
- **What do you think needs to happen to make things right?**

Where possible and appropriate, this should be recorded with the child.

- 2.3** The class teacher will reinforce the expectations, using the specific language of being ready, respectful & safe to support children in class and playground learning activities.

The schools do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour in line with our Anti-bullying policy. We do everything in our power to ensure that all children attend school free from fear. We recognise that children should be protected from E-bullying (Refer to E-Safety policy).

- 2.5** All members of staff are aware of the regulations regarding the use of force by teachers. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent injury to others, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. The Executive Head Teacher has Team TEACH positive handling training.

3 The role of Adults

- 3.1** All adults in our schools have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to be the best they can be.
- 3.2** It is the responsibility of all adults to maintain and reinforce our positive expectations of behaviour; ready, respectful and safe; and to develop, support and maintain good relationships between children and between children and adults.
- 3.3** All adults fully investigate behaviour incidents, listen and treat each child fairly. The restorative process is always undertaken by the member of staff with whom any sanction was issued. SLT may support in partnership if appropriate.
- 3.4** If a child misbehaves repeatedly in class, the class teacher keeps a record of incidents. The class teacher deals with incidents. *Incidents may be recorded on CPOMS.*
- 3.5** The class teacher liaises with the SENDCO & Executive Head Teacher, as necessary, to support and guide the progress of each child. The class teacher may discuss the individual needs of a child with the SENDCO or EHT who will advise on appropriate behaviour modification programmes. A 'myplan' may be used to support behaviour. *Behaviour incidents will be recorded on CPOMS.*
- 3.6** The class teacher reports to parents about the progress of each child in their class, in line with the federation policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the Executive Head Teacher

- 4.1** It is the responsibility of the Executive Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently across the federation, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2** The Executive Headteacher supports the staff by: modelling, maintaining and reinforcing the behaviour expectations, providing advice and strategies and by listening to and speaking to children and adults as required.
- 4.3** The Executive Headteacher keeps records of all reported serious incidents of misbehaviour on the safeguarding recording system- CPOMS.
- 4.4** Whilst very serious behaviour incidents are rare at The Wye Forest Federation when they occur they are dealt with firmly and promptly and the usual steps will not apply. The Executive Head Teacher has the responsibility for fixed-term or permanent exclusions for very serious acts of misbehaviour (which could include violence against a child or adult, throwing objects in class, vandalism, persistent disobedience or discrimination). Any incident will be analysed and appropriate action will be taken, which may involve looking at the exclusion guidelines. Parents/carers will be contacted as soon as possible on the day.

5 The role of parents

- 5.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2** We explain the Behaviour Expectations in the school handbook for each school, and on the website. We expect parents to read these and support them.
- 5.3** We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.4** If one of the schools has to use reasonable sanctions to support a child in learning how to behave in line with expectations, we expect parents to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should then contact the Executive Head Teacher. In the event that parents continue to have concerns then they should then contact the relevant school governors. If these discussions cannot resolve the problem, a formal complaint can be implemented. (Complaints policy available from the school office).

6 The role of governors

6.1 The governing bodies have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The relevant governors support the Executive Headteacher in carrying out these guidelines.

6.2 The Executive Headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Executive Headteacher about particular disciplinary issues. The Executive Headteacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions – We always aim to avoid exclusion.

7.1 Only the Executive Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Executive Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Headteacher may also exclude a pupil permanently. It is also possible for the Executive Headteacher to convert a fixed -term exclusion into a permanent exclusion, if the circumstances warrant this.

7.2 If the Executive Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Executive Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing board. The school informs the parents how to make any such appeal.

7.3 The Executive Headteacher informs the LA and the governing board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

7.4 The governing board itself cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher.

7.5 The governing board forms a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

7.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

7.7 If the governors' appeals panel decides that a pupil should be reinstated, the Executive Headteacher must comply with this ruling.

8 Monitoring

8.1 The Executive Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to both governing bodies on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

- 8.2** The Executive Headteacher (or senior teacher) records incidents of serious behaviour on our safeguarding system-CPOMS.
- 8.3** The Executive Headteacher (or senior teacher) keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 8.4** It is the responsibility of the governing board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Review

- 9.1** The governing board review this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing board receives recommendations on how the policy might be improved.

Signed:

Date: