



# Featherby Federation

## Behaviour Policy

**Written:** .....

**Approved by Governors:** .....

**Review Date:** .....

## Featherby Federation

### Behaviour Policy

#### Aims:

It is a core value of both schools in the Federation that every member of the federation community feels respected and that each person is treated fairly and well. The Behaviour Policy is therefore designed to support the way in which all members of the federation can live and work together in a supportive way.

The Federation aims to promote an environment where everyone feels happy, safe and secure and help all pupils to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

The Federation rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

#### Objectives:

- To ensure clear values and rules for all across the Federation to follow
- To promote good relationships, so that people can work together with the common purpose of helping everyone to learn
- To support the Federation community in aiming to allow everyone to work together in an effective and considerate way
- To ensure each member of the Federation Community behaves in a considerate way towards others

#### Federation Golden Rules and non-negotiable Rights and Responsibilities:

Both schools within the Featherby Federation follow the same three golden rules:

- Follow Instructions the first time
- Keep your hands, feet and bad words to yourself
- Try your best

As well as these three golden rules, everyone who attends the Featherby Federation has the right to feel and be safe from harm or abuse and therefore there are two non-negotiable responsibilities:

- We keep our hands, feet and unkind words to ourselves
- We always follow adult instructions

Class teachers discuss the rules with their classes. In this way, every pupil within the federation knows the standard of behaviour that is expected. If there are incidents of anti-social behaviour, these are discussed with the whole class during 'circle time'

### Behaviour System:

Across the Federation, there is a traffic light system that is displayed in every classroom and around the school. The posters clearly identify the behaviours and the consequences. The behaviours are divided into Green (Behaviour is Good and Children are ready to learn), Yellow (children need to be reminded of the right behaviours and there will be some sanctions) and Red (the behaviour is unacceptable, the rules have been broken and there will be consequences).

In Year R, Key Stage 1 and Key Stage 2, all children start each day on Green with the expectation that they will remain on green all day. If they do not behave appropriately, they move to either yellow or red but will return to green after lunch.

If the children remain on green all day, they get a stamp on a card. When the card is completed, they go to the Head of School where they receive a reward and a new card!

In the Nursery School, the children focus on 'being green' and what it means to do the right thing. This means that they are ready to access the full system when they join Year R.

### Rewards:

Across the Federation, pupils are praised and rewarded for doing the right thing in a variety of ways. Strategies used are varied as they are different for different aged pupils. The rewards used include:

- Adults congratulating the pupils verbally and by using stickers and/or certificates
- Pupils going to a senior member of staff to share good learning or behaviour and receiving a green slip to take home
- Class based systems which build up to a class reward (e.g Choice of Activity, a film etc)
- Work shared with parents (either a photocopy or a photograph)
- House points which are added together as part of the weekly inter-house competition
- An identified pupil from each class receiving a 'special mention' in an assembly each week.
- Use of tokens/golden tickets at lunchtimes

### Sanctions:

Across the Federation, there are sanctions for pupils who do not do the right thing and follow the school rules. Sanctions used are varied as they are different for different aged pupils. The sanctions used include:

- A simple reminder of the school rules
- Change of seating or grouping
- 'Time out' wither in an identified area or another class
- Some loss of play time (supervised by an adult)
- A longer time working outside the classroom or in another class
- Time out with a Senior Leader
- A period of 'calm down' in the specifically designed chill out space

If a pupil breaks a rule or one of the non-negotiables and physically hurts another child (or a member of staff) they will be sent straight to a Middle or Senior Leader and a red slip will be sent home to inform parents of the incident.

#### Support Plans:

As part of their development, some pupils will need specialised and specific support. As with academic learning, for some children, the Federation Behaviour Policy will not be an effective method of supporting their behaviour choices – they may need something with much smaller steps and greater rewards.

For these pupils, an individual plan will be created with its own targets, support, rewards and sanctions to help the pupil manage their behaviour and better access their learning.

There are a range of support plans for the level of need:

**First Stage Support:** A plan between the class teacher, parents and pupil to support a pupil at the first sign of difficulties such as transition, low level disruption etc

**Behaviour Support Plan:** A plan between the class teacher, parent and pupil led by a member of the SLT to identify ways to support a pupil with disruptive behaviour

**Pastoral Support Plan:** A plan between the class teacher, parent and pupil led by a member of the SLT to identify ways to support a pupil who is at risk of exclusion

#### Positive Handling:

There are occasions when a pupil is in danger or hurting themselves, other children or property that staff may be required to use 'positive handling' to move a pupil to a safer space. This may include guiding with a hand on the shoulder or arm or in the event of a fight, physically restraining or moving a pupil to prevent injury

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE Document 'Use of Reasonable Force' July 2013. A copy of the document is available from the school office.

The use of force/Positive Handling is regularly reviewed by the Executive Headteacher and Governors and if it is felt necessary due to the needs of specific pupils, Positive Handling training is offered to staff.

#### Bullying and Racism:

The school defines bullying as **Several Times on Purpose (SToP)**

The school does not tolerate bullying or racism of any kind. If the school is aware an act of bullying or intimidation has taken place, it acts immediately to stop any further occurrences of such behaviour.

Whilst it is very difficult to totally eradicate bullying, the school does everything in their power to ensure that all children attend school free from fear.

If a pupil is found to be bullying, they are immediately sent to a Senior Leader, given a red slip and removed from the playground. The school contacts the parent/carer and arranges a meeting to discuss the situation.

Racist and Bullying incidents are recorded onto incident forms by the person who has witnessed the incident. They are recorded onto SIMs and reported to Governors through the Executive Headteacher report and to the Local Authority.

#### Exclusion:

Our policy is in line with the updated DFE guidance for 'Exclusions from maintained schools, Academies and pupil referral units in England' *A guide for those with legal responsibilities in relation to exclusion.*

Exclusion is viewed by the Federation as a last resort and will only be used when all other options have been exhausted of where there has been a sustained verbal or physical attack on another pupil or member of staff.

Only the Executive Headteacher or the Head of School has the authority to exclude a pupil from school. A pupil may be excluded for one or more fixed periods, for up to 45 days in any one school year.

In the absence of the Executive Head and the Head of School, the Assistant Headteacher may exclude a pupil if they are unable to contact either of the other members of the SLT by phone.

The Executive Headteacher or Head of School may also exclude a pupil permanently. It is also possible for a fixed term exclusion to be converted into a permanent exclusion if there is sufficient evidence and the circumstances warrant it.

The Federation uses internal exclusion as a first step. This involves removal from peers for a set period of time (usually the remainder of the day) to work in an office/quiet space supervised by a member of staff. On occasion, the internal exclusion may take place in the other school within the Federation.

If a pupil is excluded, the Executive Headteacher or the Head of School informs the parent/carer immediately, giving the reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make such an appeal.

The Executive Headteacher or Head of School informs the Chair of Governors and the Local Authority about any exclusion, either Fixed Term or Permanent.

The Governing Body nominates a Discipline Committee which is made up of between 3 and 5 members. The committee considers any exclusions on behalf of the Governors. When a panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded and any representation by the parents and the Local Authority and consider whether the pupil should be reinstated. If the panel decides that a pupil should be reinstated then the Executive Headteacher and Head of School must comply with the ruling.

