

## Tibshelf Schools Federation



### Behaviour Policy 2023

This policy pays due regard to the Equality Act of 2010 - including aspects of Safeguarding and SEND. It relates directly to our Safeguarding Policy, online Safety Policy and our SEND Policy which applies to all members of our school community.

Good behaviour is an essential condition for effective teaching and learning to take place. At Tibshelf Schools Federation we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure.

We believe that good behaviour is:

- Careful and kind
- Polite (good manners and friendly)
- Helpful to each other
- Hardworking
- Respectful and tolerant

At Tibshelf Schools Federation, we seek to promote positive behaviour based on mutual respect between all members of the school community. The ethos of the school and the planning of the broad curriculum promote the attitudes and values necessary for individual children to contribute positively to their personal development and so to that of the school. This policy uses the '10 key aspects of school practice' as identified in the DfE guidance 'Behaviour in Schools' Sept 2022.

**A School Behaviour Policy in maintained schools.**

**What the law says:**

1. The Head of School/Executive Head Teacher must set out measures in the Behaviour Policy which aim to:

- Promote good behaviour, self-discipline and respect;
  - Prevent bullying;
  - Ensure that pupils complete assigned work;
  - Regulate the conduct of pupils.
2. When deciding what these measures should be, the Head of School or Executive Head Teacher must take account of the Governing Body's Statement of Behaviour Principles. The Head of School or Executive Head Teacher must have regard to any guidance or notification provided by the Governing Body which may include the following:
- Screening and searching pupils;
  - The power to use reasonable force and other physical contact;
  - The power to discipline beyond the school gate;
  - When to work with local agencies to assess the needs of pupils who display continuous disruptive behaviour
  - Pastoral care for staff accused of misconduct.
3. The Head of School or Executive Head Teacher must decide the standard of behaviour expected of pupils at the school. The Head of School or Executive Head Teacher must also determine the school rules and any disciplinary penalties for breaking the rules.
4. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff (Section 89 Education and Inspections Act 2006).

### **1. A Consistent Approach to Behaviour Management**

- 1.1 For a positive behaviour system to be successful there needs to be consistency in approach. This policy sets out that approach and all staff are expected to uphold the principles within. We believe in the importance of 'negotiating' i.e. offering choices to the child. This helps to encourage mutual respect and foster self-responsibility in the child; they are encouraged to choose from restricted choices so they do not feel they have lost control over their actions.
- 1.2 In all disciplinary actions it is essential that the child knows that it is the behaviour which is unacceptable, not the child themselves.
- 1.3 Our rules have been developed with the children, School Council and staff.

### **2. Our Rules and Values**

At Tibshelf Schools Federation, we endeavour to keep to a set of values and rules which guide the ethos of our school and provide a framework for promoting positive behaviour.

a) Our school **rules**:

- We will listen and do as we are told the first time
- We keep our hands and feet to ourselves
- We speak kindly and politely to others
- We walk quietly and sensibly around school
- We respect the school and all belongings

b) Our Tibshelf Federation **Values**:

Tenacious

Imaginative

Brave

Skilful

Honest

Enthusiastic

Life-long learners

Friendly

### **3. Strong School Leadership**

Tibshelf Schools Federation Governing Body is committed to supporting high standards of behaviour. The children will be able to voice their opinions about behaviour in the school and help to create school policy. The Head of School or Executive Head Teacher will have a high profile amongst the children and develop positive relationships which will enable a more personal approach to dealing with unacceptable behaviour. The Head of School or Executive Head Teacher will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with DfE and local guidance relating to behaviour in schools. Unacceptable behaviour will be dealt with promptly and effectively to ensure that learning is not disrupted and that children's and staff's emotional wellbeing is not compromised. Our approach to behaviour will have due regard to the Equality Act, Special Educational Needs and Safeguarding procedures.

### **4. Classroom Management**

**3.1** Classroom management is key to promoting good behaviour. At Tibshelf Schools Federation we expect all classrooms to have:

- A positive classroom tone;

- Clear classroom rules known which have been agreed by the teacher and the class;
- Sanctions system known by all
- Clear expectations about work and work that is set at an appropriate level for each child;
- A timetable so children know what is planned for the day;
- An attractive, tidy, well-cared for environment;
- A well-planned environment so that children can move easily, can find resources, property respected etc.
- A time out area for children to 'cool down'
- Opportunity for children to self-reflect on their behaviour
- Class lists and details of pupils whom are being supported with their behaviour available for supply teachers so that consistency can be maintained;
- Strategic seating arrangements for children when working on the carpet or at the table.

## **5. Rewards and Sanctions**

### **5.1 Rewards**

Rewards are used to support class and team working as well as providing ideal means of rewarding notably good behaviour. Within the established positive learning environment at Tibshelf Schools Federation, children should expect to receive regular praise from all they come into contact with. Class teachers are encouraged to agree rules with their new classes and use a range of personally favoured strategies as incentives for the pupils to behave well. Such strategies include (although may vary slightly across the federation):

- Verbal praise and encouragement
- Non-verbal praise e.g. thumbs up
- Written remarks about good work
- Stickers, merit stickers
- Team points
- Sending children to another teacher or Head of School or Executive Head Teacher to share their work/good behaviour
- Displaying pupils' work and achievements
- Certificates to celebrate children's success (for behaviour and academic achievement)
- Star of the week
- Head of School or Executive Head Teacher award weekly
- Extra play
- Trophies at the end of the year

### Behaviour which is rewarded

- Following school rules.
- Good manners.
- Thought for others.
- Allowing teachers to teach and pupils to learn.
- Displaying TIBSHELF values.

## 5.2 Sanctions

When a pupil's behaviour falls below an acceptable standard, a range of sanctions will be enforced. Through working closely and openly with pupils and their families, it is our aim at Tibshelf Schools Federation, to resolve behavioural issues at the earliest possible stage.

Behavioural concerns are logged by class teachers and monitored regularly by the Head of School or Executive Head Teacher. The purpose of a sanction is:

- To ensure that children understand when their behaviour has been unacceptable
- To show that action has been taken where another child has been hurt as a result of unacceptable behaviour (child on child)
- To ensure that children understand protected characteristics and how equality and diversity are promoted if behaviour is against any of the protected characteristics.

As the children move into KS2, pupils demonstrating unacceptable behaviour (such as disrupting others, talking over a teacher or other children, showing a negative attitude or refusal to work etc) will be given a yellow warning. They can have this withdrawn through a positive change of behaviour. If behaviour escalates (inappropriate language, name calling, verbal or physical abuse etc) this will escalate to a red warning and missing breaks/think slip which will be shared with parents.

### Behaviour sanctions

#### Yellow

*Pupils will have been warned/prompted about behaviour before receiving a yellow consequence.*

- Not following school rules.
- Talking over others.
- Persistently not listening.
- Running in corridors.

- Littering.
- Repetition of inappropriate behaviour.
- Accessing the belongings of others.
- Mistreating school property (e.g. drawing on school desks, throwing equipment).
- Making other pupils unsafe or unhappy (e.g. pushing and name calling). *This may lead to an immediate yellow consequence, without warning.*

### Red

*Pupils will have most likely received a yellow consequence and a further warning prior to a red consequence. Some actions may lead to an immediate red consequence, without warning.*

- Inappropriate language (e.g. swearing)
- Inappropriate graffiti
- Stealing
- Spitting
- Purposefully damaging school belongings
- Fighting or hitting others with force, including child on child and online bullying (e.g. punching and kicking)
- Homophobic or misogynistic language
- Racism

All of the behaviour types that are highlighted in yellow the school identifies as 'Child on Child' abuse in light of the updates to KCSIE Sept 2023.

### 5.3 Continual Behaviour Issues

The Head of School or Executive Head Teacher will assist with any persistent challenging behaviour in any context. An assessment of the child's need is undertaken and a meeting with school staff and parents is initiated. At this meeting the following will be discussed:

- Any special educational needs
- The child's behaviour in the home
- Creating an individual programme of support for the child possibly with school-based interventions
- Referral to the Behaviour Support Service

### 5.4 Exclusion

Where a child's behaviour causes significant concern and the range of strategies outlined above has failed, the Head of School or Executive Head Teacher may decide to exclude a child for one or more fixed periods. In extreme circumstances, the Head of School or Executive Head Teacher may exclude a child permanently.

### **5.5 Reintegration**

When children have been removed from the classroom or following an exclusion or may have a part-time timetable we will have reintegration meetings with pupils, parents, SLT or learning mentor, and where needed external agencies to ensure smooth transition back into the setting. We will do this in a timely manner and the child will be supported by the pastoral learning mentor to help reintegrate successfully.

## **6. Behaviour Strategies and teaching of good behaviour (including anti-bullying)**

Strategies are put in place to tackle low level distraction in class which are matched to the child's particular circumstances. These are usually short-term, positive strategies which take into account the child's point of view. Through our PSHE, Computing curriculum and assemblies children have the opportunity to discuss issues and concerns. Stories, images and songs are shared which children are encouraged to reflect on. This acts as a constant proactive measure. However, we understand that despite efforts made by parents/carers and the school, issues may arise and can happen.

**6.1** The school believes that nobody has the right to hurt other people physically or by calling names, spreading rumours or by doing anything which is intended to upset others. All children have a right to learn in supportive, caring and safe environment without fear of being bullied. The school has a clear policy on the promotion of positive behaviour and bullying will not be tolerated at Tibshelf Schools Federation.

**6.2** To support this principle, all children are told regularly, through class PSHE lessons and assemblies, that bullying may be verbal, physical or through the use of technology and will not be tolerated by the school in any form whatsoever. They are made aware that any repetitions or patterns of unkind behaviour will be treated as bullying and significantly, that speaking out is essential. Children are taught that being safe is the most important thing and that every child has the right to feel safe in our school. See also: Preventing and tackling bullying: advice for Head of School or Executive Head Teachers, staff and governing bodies.

**6.3** Where there is evidence that bullying has taken place, parents will be notified and involved.

### **6.4 Searching, screening and confiscation guidance**

If the school feel it is appropriate action to search, screen or confiscate items from pupils then it will refer to the latest guidance from the DFE (DFE July 2022) around this.

### **6.5 Playtimes**

Behaviour during morning and afternoon break times is monitored by the staff on duty.

### **6.6 Lunchtime**

- Lunchtimes are the immediate responsibility of the Play Workers and Midday Supervisors
- We aim to reduce playground problems by ensuring staff are trained in playground games and positive behavioural management
- A log of incidents is kept
- Any sanctions implemented at lunchtime in line with the sanctions system are reported directly to the class teachers.

## **7. Staff Development and Support**

### **7.1 Development**

- Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice
- The Head of School or Executive Head Teacher will ensure that staff are kept up to date with DfE publications and guidance
- The school will provide training for staff around the specific needs of pupils with continual behavioural problems.

### **7.2 Support**

- It is the Head of School or Executive Head Teacher's responsibility to support staff, particularly when there is a child with challenging behaviour in their class. This can be done through offering advice, ensuring support with sanctions and paying due regard to staff health and wellbeing.
- Where a member of staff has been accused of misconduct pending an investigation, the member of staff should not automatically be suspended. The Governing Body should instruct the Head of School or Executive Head Teacher to draw on the advice of the DfE 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if allegations are made against them.

## **8. Pupil Support Systems**



**8.1** At Tibshelf Schools Federation we understand that how a child behaves can be a sign of an underlying issue. Staff are trained to look out for changes in behaviour which could include:

- A child who is withdrawn and unable to make friends
- A child who is unable to concentrate on classwork
- A child who may become disruptive and/or aggressive in class

**8.2** In such cases any emotional/behavioural difficulties should be determined. Pupils will be given the opportunity to express their thoughts and feelings with a chosen adult or individually or within a small group intervention e.g. Nurture Group, Zones of Regulation, Anger Gremlins. We may also take the decision to refer to an outside agency for additional emotional support. Tibshelf Schools Federation provides a full time Pastoral Lead in KS2 and uses the services of Positive for Young People in KS1 and KS2.

**8.3** Some children may have additional needs and will need a different reward or consequence system as the behaviour policy will need to be adapted. Children with additional needs will have extra transition meetings annually and at end of Key Stage points.

#### **8.4 Support Systems for staff**

School will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the Federation is working together to provide a cohesive approach to supporting individual needs.

This will be achieved following the schools safeguarding policy. All staff have copies of this policy in order that behaviour management is consistent.

#### **8.4 Support Systems for parents/carers**

School has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of staff and to give parents/ the time needed. Likewise, when the school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

### **9. Monitoring and Review**

Behaviour management will be under constant review throughout the school on a class and individual basis.

Signed.....Chair of Governors

Date.....

**Policy Links**

PSHE

Citizenship

Safeguarding

Inclusion

Teaching and Learning

Confidentiality

External contributors

Bullying

Exclusion

Race equality

Search and deletion policy