UNITED SCHOOLS FEDERATION

St Michaels C. of E. Nursery & Primary | St Catherine's C. of E. VA Primary | Marldon C. of E. VA Primary | Brixton St Mary's C. of E. VA Primary
Ipplepen Primary | Stokeinteignhead Primary | Doddiscombsleigh Primary School | The Topsham School

BEHAVIOUR POLICY

We recognise that the values we promote within school play an important part in the spiritual, moral and social development of the children for whom we hold a responsibility. These values include: care, respect and concern for oneself and others, care and respect for property and for the environment. Whilst values are sometimes explicitly expressed, they are more often implicit in the ways we behave ourselves and in the way we expect others around us to behave. For this reason, it is important to provide clear guidelines for a consistent and coherent approach to behaviour within the Federation. The school's behaviour policy is designed to support the way in which all members of the school can work together in a supportive and relational way. It aims to promote a nurturing environment in which everyone feels understood, safe and secure.

Our behaviour system is based on positive reinforcement and has been shown to have a significant impact on improving behaviour

The aims of the policy are to:

- Ensure a consistent approach to dealing with behaviour of all children during the school day by all adults.
- Provide a caring and supportive environment that gives children the right to learn and teachers the right to teach.
- Promote positive behaviours, self-discipline and respect as a model for all behaviours.
- Prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Help develop independence by ensuring that children are responsible for their own actions.
- Provide structure, which moderates children's behaviour allowing them to develop as responsible citizens within society.

How can this be achieved?

The USF recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. As such, positive reinforcement will be used at every opportunity to reinforce good behaviour through the use of praise and the award of house points. The school will ensure that the curriculum is motivating and engaging and children's learning needs will be well matched by good quality teaching that further helps to inspire. Activities and equipment will be provided to help ensure break and lunchtimes are interesting and enjoyable.
All staff and visitors are expected to be positive with children and have high and consistent expectations.

Positive Reinforcement of Behaviour

Houses

Each class will be divided into houses.

House Points /Smiley Faces

Verbal praise **must** be used to reward good behaviour frequently. Bad behaviour should not be reinforced except through the use of sad faces (see below).

Children should be awarded house points /smiley faces for good work, good behaviour and for acting as good role models to others. For excellence, up to five house points can be awarded.

Individual Recognition

Points should be recorded on the school's recording sheet and the following badges will be rewarded when the number of points has been achieved. The achievement badges will be given out in whole school assembly.

Achievement badges:

Bronze - 1000 house points

Silver - 2000 house points

Gold - 3000 house points

Green - 4000 house points

Orange - 5000 house points

Yellow - 6000 house points

Red - 7000 house points

Blue - 8000 house points

White Bling - 9000 house points

Black Bling - 10000 house points

Purple Bling- 11000 house points

Gold Bling- 12000 house points

Blue Bling – 1300 house points

Green Bling 1400 house points

As children progress up through the achievement badges, they will be expected to act as role models for other children and be rewarded with additional privileges (for example, going in first, in badge order, at break times and being able to choose friends to go with them).

Collective recognition

At the end of each week, the points for each house will be totalled and transferred to an overview sheet. The ongoing totals will be read out in a weekly assembly. At the end of each half term, the house with the most points will receive a collective reward. This will include extra playtime and a non-school uniform day.

Play leaders and support staff may also award points using the smiley face slips.

Sanctions

The consequences of breaking school expectations must be made explicit to all children and a graduated response using positive behavioural management techniques will be employed when staff deal with incidents of negative behaviours.

The following system applies to a child that breaks the rules. From the second occasion, the child will reflect on their behaviour and a restorative conversation will take place between the child and a supportive adult.

On the **first occasion** the child's initials will be written on the board. This represents a warning and no action will be taken.

On the **second occasion** a sad face will be recorded next to the child's initials and as a consequence they will miss five minutes of their lunch break. This time will be spent reflecting on their behaviour.

On the **third occasion** two sad faces will be given and the child will spend ten minutes of their lunch break reflecting on their behaviour.

On the **fourth occasion** – three sad faces will be given and the child will leave their classroom and be escorted by an adult to another link classroom with appropriate work. The child should not interact with the other children for the remainder of the lesson for a minimum of fifteen minutes in Key Stage One and 30 minutes in Key Stage Two.

In **addition** to the class swap, a child will then go to the Head of School's office at the start of lunch to explain their behaviour and to spend 15 minutes reflecting.

On the **fifth occasion** a child misbehaves (either having returned to the classroom or while on class swap) – four sad faces will be given and the child will be sent to the Head of School or senior member of staff in their absence. A suitable sanction will be agreed which could involve an internal exclusion as well as loss of privileges.

The Head of School will monitor incidents of children receiving three or four sad faces.

NB - At lunchtimes Meal Time Assistants may give sad faces using the lunchtime slips. These will be handed by the MTA to the duty teacher at the end of lunch.

In most cases, the behaviour system will operate from 12.00 noon until 12.00 noon the following day. However, in the case of younger children or those with additional need, shorter sessions may be used. This should be paired with an individualised, graduated response when the behaviour might be a result of educational, mental health, other needs or vulnerabilities.

In the case of concerning/ persistent behaviour staff will contact parents/carers and aim to work in partnership to attain a positive outcome. This may involve help from the school counsellor or other external agencies (e.g. educational psychologist, behaviour support etc.) who may be able to provide support with behaviour both in and out of school.

Repeat offences

Should a child receive three or four sad faces on regular occasions the child's parents/carers will be contacted and invited in to discuss the problem along with the child, class teacher, senior staff and possibly the school counsellor/other relevant external agencies.

A behaviour plan will be devised, agreed and reviewed by all parties.

Behaviour management in Nursery and Pre-school

Positive reinforcement:

In our Nursery and Pre-schools, all staff, volunteers and students provide a positive model of behaviour by treating, children, parents, carers and one another with friendliness, care, courtesy and respect.

The children are actively involved in developing the expectations for the setting, which promote positive behaviours.

Positive behaviours are acknowledged and rewarded verbally and with certificates, which are sent home.

The children collectively work towards a small setting treat by earning rewards for positive behaviours, e.g. marbles. Once the marble jar is full, the children will take part in a small treat as a collective reward. Due to the flexible nature of pre-school and nursery places, this will occur on several occasions so all children can take part in the reward.

Sanctions:

We use positive strategies for handling any behaviour that breaks the agreed expectations. We always focus on positive reinforcement however, at times, it may be appropriate to ignore unwanted behaviours and/or distract the child with an appropriate alternative activity.

When a child is seen to be behaving in a way that may cause harm to themselves or others, a verbal reminder is given of the expected behaviour. This will involve explaining why the behaviour is unacceptable and the possible consequences of it but may also involve a short time out for reflection appropriate to their age.

Negative behaviours are dealt with immediately in order for the child to move forward positively with a fresh start.

In the case of concerning/ persistent behaviour staff will contact parents/carers and aim to work in partnership to attain a positive outcome. This may involve support from external agencies.

Serious Incidents

In the case of physical, verbal or racial assault the child must be sent directly to the Head of School and appropriate action will be taken in consultation with the class teacher. Reference will be made to the Race Equality Policy and Procedures for reporting racial incidents.

Allegations towards staff

In the case of allegations made against members of staff: All allegations against staff will be handled in line with the agreed school policies. In the case of malicious or frequent and unsubstantiated allegations against staff, the Head of School will, in consultation with the Executive Head/Chair of Governors and other agencies, take appropriate action.

Exclusions

Where the normal sanctions are having limited impact, internal exclusions between year groups (for either a half or a whole day) will be used.

The Governors/staff do not consider exclusions from school as being in the best interests of children and therefore excluding children from school will only be considered in exceptional circumstances.

The Governors of the USF have agreed that if an exclusion from school becomes necessary that this will, if appropriate, occur as an internal exclusion but between schools in the Federation. This course of action will only be used as an alternative to a fixed-term exclusion if parents agree.

Exclusions between schools will not be used at St Mary's due to the distance between schools.

This policy complies with Section 89 of the Education & Inspection Act 2006.