



THE TARKA FEDERATION

Behaviour Management Policy

This policy has been written following the DfE guidance "Behaviour and Discipline in schools" January 2016

Introduction

We believe that every member of our school communities should feel valued, respected and treated as an individual, in accordance with our vision which states:

"We provide rich and diverse experiences that enable all children to develop a deep, social, moral, and cultured awareness. We aspire for all of the children to become resilient individuals who are well equipped to become responsible citizens of the future."

Central to this vision is the expectation that our school communities at The Tarka Federation will model and display high standards of behaviour and treat other people as they would wish to be treated themselves, in accordance with our school rules.

Our Federation behaviour policy is designed to support the way in which all members of our school communities can live and work together. It aims to promote an environment which helps children develop into confident, well-motivated and hardworking pupils who enjoy school, have a high self-esteem, and achieve their full potential. We endeavour to achieve this in many ways, but the most important include:

- being genuinely interested and concerned for all the children and staff in our schools;
- recognising and praising the many positive qualities our children can show;
- holding the belief that a child's self-image, can change in a positive way through seeing and feeling their successes;
- always being willing to take the time to help the children feel better about themselves and to listen seriously to any of their concerns.

Our school rules are:

- Be gentle and kind to one another;
- concentrate on our learning and always do our best;
- support other children in their learning by being calm and sensible in school;
- be polite and respectful to everyone;
- listen and do as we are asked;
- tell the truth;
- take care of our school and things that belong to ourselves and others.

These rules are displayed in each classroom. Members of staff refer to these rules as part of our PSHE curriculum.

We believe the key to having good behaviour is to have high expectations that are applied consistently and fairly throughout the schools. An example of this is in the way we move around the school. We



encourage children to walk quietly around the school and to open the doors to visitors, adults, as well as to each other. Children and adults are also expected to come into Collective Worship in the School Hall silently and respectfully.

Through the implementation of this policy we aim to help children grow in a safe and secure environment, and become positive, responsible and increasingly independent members of our school communities.

Rewards and sanctions

Our schools reward good behaviour as they believe that this will develop an ethos of kindness and co-operation. Our approach is designed to promote good behaviour, rather than merely deter antisocial behaviour.

We praise and reward children for good behaviour in a variety of ways:

Teachers and teaching assistants celebrate children's work and achievements through:

- Positive verbal feedback ;
- written feedback following a piece of work;
- displaying work throughout the school;
- children being asked to show their work to another class teacher or to a curriculum Subject Leader or to the Headteacher, to celebrate achievements;
- children receiving stickers, certificates linked to the fruits of the spirit, green cards, raffle tickets and learning power slips which celebrate their learning or efforts in a specific manner;
- at our weekly Celebration Worship, members of classes across the school are awarded Headteacher certificates and stickers and their names are recorded in our Achievement Book;
- all classes having an opportunity to participate in open afternoons and Collective Worship where they are able to show examples of their learning and achievements to other children, and at least annually to parents;
- giving children opportunities to succeed through responsibility, such as being members of our school council, library monitors, play leaders, class monitors, school citizens and other roles however seemingly small.

In each class there is a Good to be Green Chart which is a visual representation of class behaviour and conduct. This is consistently applied throughout the schools and at lunch and break times, included extended schools clubs and extra-curricular activities.

The schools employ a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We use each sanction appropriately to each individual situation.

We expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them to move to a place nearer the teacher, or to sit on their own or away from certain groups of children.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.



If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we may isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. Alternatively the child may have to miss some of their break or lunch time or do helpful jobs in their own time in a restorative type manner.

We believe it is important to involve parents as soon as possible when a child's behaviour gives cause for concern. This may involve setting good behaviour charts, or a communication book, or setting behavioural targets to ensure a consistent approach between home and school. An emphasis on positive achievements provides a platform from which further success can be made. Where behaviour continues to prove to be a 'stumbling block' the class teacher will liaise with the SEND Coordinator and targets are set as part of an individual behaviour plan (IBP) or may be part of the Devon Assessment Framework (DAF) process. The SEND co-ordinator or Headteacher may also involve other agencies to support positive behaviour as necessary. These include The Behaviour Support Team, Inclusion Officer, Parent Support Advisor as well as the school's Learning Mentor.

At the beginning of the school year, the class teachers work with their new class to create class rules based upon the rules outlined in this policy. Our school rules are a regular theme in our Collective Worship programme and in PSHE lessons. In this way, every child in the school knows the standard of behaviour that we expect in our schools. If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class as part of ongoing feedback to children or as part of a PHSE session that week.

Children are actively encouraged to talk to an adult, such as their class teacher, teaching assistant or the school Peer Monitor if they have any concerns. 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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Our **anti-bullying policy** outlines our approach.

Break times and lunch times

We aim to make our playgrounds a stimulating area as this provides opportunities for creative play and lessens the likelihood of children becoming bored.

At lunchtime we have a clear set of guidelines that the children have helped to put together which are consistent with our approach to promoting good behaviour. Our staff in their lunchtime role are encouraged to join in and play games with the children in order to promote a playful atmosphere and model good behaviour.

PSHE

Discreet sessions of PSHE are delivered once a week in each classroom. In these taught sessions topics relating to behaviour and conduct are covered e.g. respect, tolerance, school rules and boundaries. In addition, sessions of circle time are held as necessary. Circle time sessions last between 15 to 30 minutes with children participating in games and dealing with more serious issues with the aim of problem solving. These class times provide opportunities for cooperative learning, teaching children the value of diversity. Circle time supports the development of self-esteem and mutual appreciation on a one to one basis. It encourages the class to have a positive sense of itself as a whole and the individuals within it.



The role of the class teacher

It is the responsibility of the class teacher to ensure that the schools rules and guidelines are adhered to in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our schools have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Children are less likely to be distracted if planned activities are challenging and motivating.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. The good to be green behaviour chart is used in all classes across the school, with the emphasis on the child to achieve green cards for good behaviour and conduct. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher and involves the parents of the child. Please see the 'Behaviour Steps' appendix.

The class teacher liaises with the Special Educational Needs and Disability Coordinator as well as external agencies when appropriate, as necessary, to support and guide the progress of each child.

The class teacher reports to parents at teacher consultations about general progress and behaviour of each child in their class. The class teacher may also contact a parent if there are more immediate concerns about the behaviour or welfare of a child.

Teaching Assistants

Our Teaching Assistants are valuable members of staff who are class based at key times throughout the day, assisting the class teacher in delivering learning tasks, to ensure pupils can access work at their level. They help to ensure that our behaviour policy is consistently applied. Where they lead groups or carry out interventions they refer to school rules and expectations. Where children demonstrate difficult behaviour despite applying a range of positive strategies, the Teaching Assistant will refer to the class teacher for further support.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the federation's behaviour management policy consistently throughout the schools and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the federation.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

All serious incidents of misbehaviour are reported to the Headteacher and if necessary to the Safeguarding Team, encompassing the Headteacher, Deputy Safeguarding Lead, the SENDco and the Peer Mentor.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour the Headteacher may permanently exclude a child. In this instance the Head teacher follows the LEA exclusions guidance and



informs parents of the child, the LEA and the Governing Board. Both these actions are only taken after the school governors have been notified.

School Councillors/School Citizens

Two children from each class in the school are nominated by their class peers as school councillors and a further two as school citizens. They have an opportunity to discuss issues that are important to the children who they represent every half term with the teacher who leads the School Council. They may at times focus upon aspects related to our main school rules.

The role of parents

We expect parents to support their child's learning, and to co-operate with the school, as set out in the homeschool agreement. We try to build a supportive dialogue between the home and the school and we inform parents if we have concerns about their child's welfare or behaviour.

The schools work collaboratively with parents so that children receive consistent messages about how to behave at home and at school. We have an open door policy and actively encourage parents to come into school to clarify any issues.

The schools have a parent support advisor who works to support parents with aspects of parenting, including behaviour. Parents are also invited to 'drop in' sessions with our parent support advisor on a needs basis.

We explain the school rules in the school prospectus and we expect parents to read these and support them.

If a school has to use reasonable sanctions to punish a child, parents should 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 contact the Headteacher. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented to the School Governors in accordance with our complaints policy.

The role of Governors

The Governing Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

Fixed-term and permanent exclusions

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

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the 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.

The Headteacher informs the LEA and the Governing Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.



The Governing Board itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Board has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

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 LEA, and consider whether the pupil should be reinstated.

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

Monitoring

The Headteacher monitors the effectiveness of this policy on a constant basis. The Headteacher also reports to the Governing Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The schools keep a log of incidents of misbehaviour and these are regularly monitored for patterns or trends by the Headteacher and safeguarding team.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. 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.

Review

The Governing Board reviews this policy bi-annually. 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 _____

Chair of Full Governing Board

Date approved:	04.05.2017
Approving committee:	FGB
Date revised:	
Version:	1.0
Date for Review	May 2019

Version History

Version	Date Issued	Brief Summary of Change	Owner's Name
0.1		New policy (totally re-written)	ZB
1.0	04.05.2017	Approved	ZB

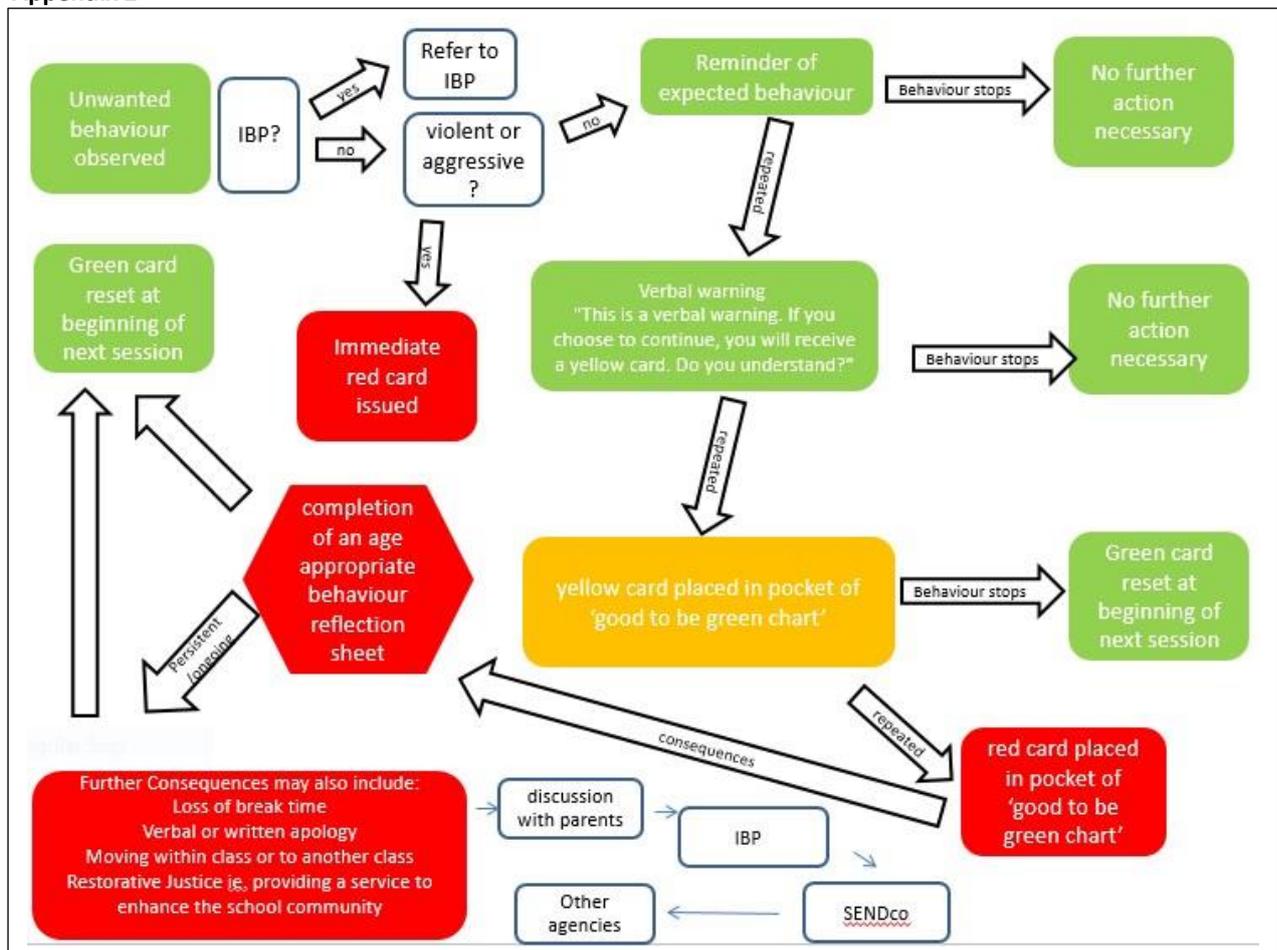


Appendix 1

Behaviour steps

- 1) reminder of expected behaviour
- 2) verbal warning
- 3) yellow card
- 4) red card + consequences

Appendix 2



STEPS:

- Reminder of expected behaviour;
- verbal warning made very explicit ("This is a verbal warning. If you choose to XYZ again, you will receive a yellow card. Do you understand?");
- yellow card put in named pocket on chart;
- if behaviour has improved by the end of a session, the next 'session' resets to green;
- if the behaviour continues, a red card is given and this will have a consequence which will include completion of an age appropriate reflection sheet.



The flow chart demonstrates the above steps.

- Reprimand/discussion;
- reminder that behaviour is not acceptable;
- through discussion, children should be made to understand what they did, why it was wrong and what the consequences are for themselves and others;
- they may need to write an account of what happened or spend time working through a reflective activity designed to help them consider the consequences of their actions and how to not to make the same mistake again;
- they may need to apologise, either verbally or in writing;
- they may need to make a new agreement as to what they will do in future;
- moving child within the classroom / be separated from others for a specific period;
- missing part of a class session;
- lose their break time or lunchtime - this must be supervised;
- doing jobs in their own time;
- have their position in class changed to prevent recurrence and remove temptation;
- use of yellow/red cards on the good to be green chart; ☒ moving child to another class.

As appropriate, consequences may also include:

- Loss of break time (on playground);
- verbal or written apology;
- moving the child within class or to another class;
- restorative justice i.e. providing a service to enhance school community.

Following completion of behaviour reflection sheet, discussion with adult concerned or class teacher.

In the case of violent or aggressive behaviour an immediate red card will be issued.

Persistent ongoing behaviour (conduct, social or learning) will result in discussion with parents/ IBP/ SENDCo/ other agencies and may result in either fixed term or permanent exclusion.