



Reviewed on:	
Next Review:	
Staff Responsibility	
Governor responsibility	
Signed by Chair	

Stenbury Federation Behaviour Policy

At Stenbury Federation we aim to create a positive, secure, stimulating and accessible environment in which everyone feels valued and can strive to become successful learners.

We believe our school is a community and that it is vitally important that everyone should feel safe and happy within it and we strive to provide an atmosphere which fosters co-operation and thought for others.

We aim to provide an environment in which our children are secure and confident, irrespective of gender, ability, ethnicity, social, cultural or religious background.

Aims

Good behaviour creates a better climate for learning. By reinforcing good behaviour and discouraging poor behaviour we aim to foster in each child the ability to:

- determine right from wrong;
- grow in independent thought and judgment;
- take responsibility for their own actions
- help children grow, live and work in a safe, happy and secure environment
- become positive, responsible and independent members of the community.

We aim to:

- create a community where all its members feel valued and respected and where the building of positive relationships is paramount.
- teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others, property and the world around us.
- treat all children fairly and apply this policy in a consistent way. We encourage respect towards others and the school environment at all times.
- provide an agreed strategy for managing behaviour based upon respect for the needs of all.
- encourage high expectations and a sense of self-worth, respect and tolerance to all
- ensure all involved know and understand the reason for school and class rules.
- We ensure children understand that all behaviours have consequences and impact on others.

Code of conduct

Rules are most effective when kept to a minimum.

We provide for our learners a Stenbury Federation Code of Conduct’.

Each class has its own classroom rules which are agreed by the children and which reflect this code of conduct.

These rules are displayed in the classroom. It is the responsibility of the class teacher to ensure that the School Code of Conduct is enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teachers in our school 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.

Guidance for staff

One of the most powerful determinants of a child’s behaviour is a positive adult role model. Positive reinforcement of good behaviour is more effective than negative consequences. Although there are agreed sanctions for children who misbehave, it is encouragement of good behaviour which is far more important. Staff praise children who behave in a polite, helpful, considerate and sensible manner and who strive to do their best.

Staff responsibilities

All staff in the school are responsible for supporting good behaviour in a consistent and calm manner. The teacher and teaching assistants reinforce appropriate behaviour in the first instance, if the pupil’s behaviour requires further support, for example, the child’s behaviour is impacting on the learning or safety of others, then a member of the Inclusion Team works with the child to ensure that appropriate behaviour is used. Where necessary, the Deputy Head or Headteacher would provide further support.

Pupil responsibilities

We support our pupils to treat others’ as they would like to be treated and to respond honestly in recognising that behaviour has consequences.

Parent responsibilities

Staff welcome early contact if parents have a concern about their child’s behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers.

Information regarding procedures and practice can be found in Appendix 1.

Please also see: Safeguarding & Child Protection Policy and Anti-Bullying Policy

Appendix 1

Intervention Techniques

- Ignore, praise appropriate behaviour (good role model)
- Positive questioning, e.g. having checked understand task, 'Good, you know what to do so can you do it?'
- Distract child, e.g. give a specific task, e.g. send a message
- Time Out, e.g. working elsewhere under supervision, at playtime, standing alone within sight of T/TA

Praise/Rewards

- Praise the child for a good effort
- Show their work in class/ to other children
- Catch them being good
- Stickers
- House system points
- Text home
- Postcard/ text home
- Discussion with parent
- Special responsibilities
- Attendance Certificate
- Headteacher's Award

Sanctions

- Verbal warning
- Name on board
- 5 minutes from break/lunch
- Reasoned explanation of why behaviour is unacceptable followed by an appropriate sanction, e.g. apology, child rectifies problem caused.

Persistent Difficulties (in consultation with the head)

- With parental consent, after school detention
- Internal exclusion

Monitoring of Behaviour

- For Stage 1 inappropriate behaviour is logged and recorded on the weekly log and actioned by the teacher. These logs are reviewed by the Inclusion Team weekly.
- The Inclusion Team meet regularly (twice termly initially) to identify pupils who may require further support strategies.
For Stages 2 – 4 the behaviour is logged and actioned by means of the 'Incident/Bullying Form and 'Concern' Form

STAGES OF INTERVENTION

The school's discipline procedures can be summarised into five stages. These stages of intervention should be logged and dated in the class Concern Files.

Stage 1

- The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties.
- If there is no improvement assistance should be sought from the Key Stage Leaders.
- If there is no improvement the child should be informed that parental contact will be made by the class teacher and the reasons should be made clear.

Stage 2

- Joint intervention by the class teacher and parents. The child should be included in discussions as appropriate.
- If there is no improvement the class teacher should discuss concerns further with the Interventions Team.

Stage 3

- Discussions between a member of the Inclusion Team and parents, involving the child as appropriate, to try and resolve the problem. A Pastoral Support Plan will be constructed if appropriate.
- If there is no improvement, the member of the Inclusion Team will inform the parents and the child that the matter will be referred to the Deputy Headteacher/Headteacher stating the reasons why.

Stage 4

- Discussions between the Deputy Headteacher/ Headteacher and parents involving the child as appropriate. The class teacher, Key Stage Leader. Member of the Inclusion Team to be included as necessary. Involvement of appropriate external agencies may be considered.
- A contract may be agreed between school, parents and child.
- If there is no improvement the Headteacher should inform the parents of any further action which is likely to be taken, stating the reasons why.

Stage 5

The Headteacher refers the matter to the Governing Body giving account of the action taken by school to date, supported by logged information.

1. PROCESS AND RECORD KEEPING

Stage 1 + 2

- Where behaviour is persistently below the standard required strategies are set up by the class teacher. Informal notes will be kept by the class teacher and may be discussed at consultations with the parents or at other informal meetings.

Stage 3

- Strategies will be reviewed and careful monitoring of events takes place to establish causes, patterns etc. Strategies will be discussed with all who work with the child, the parents and the child themselves where age is appropriate. This will include setting up a PSP (Pastoral Support Plan) for that pupil.
- Monitoring systems may be used to assess causes, frequency and outcomes of poor behaviour. E.g. ABC, Antecedent, Behaviour and Consequences, approach to behaviour patterns, timetable based monitoring.
- Needs and strategies will be discussed at one of the regular School Based Review meetings. The PSP is continued. TA time and midday supervisor support may be allocated to implement strategies to improve behaviour. External agencies may be involved.

Stage 4

- A personalised approach may be adopted whereby a framework of rewards and sanctions is agreed with everyone working with that child.
- At all times parents are kept informed and encouraged to be active partners in the strategies to meet the child's needs

Stage 5

Certain aspects of behaviour are deemed unacceptable and could result in the following actions:

- Temporary or fixed term exclusion procedures – assigned Governor involvement
- Permanent exclusion procedures – Governor Committee established

These are seen as a last resort and are only employed if all other options have been unsuccessful. This sanction will only be used reluctantly and the correct procedure must be followed.

Certain forms of behaviour may result in this being the immediate course of action, e.g. if a child's behaviour is a danger to other pupils or staff.