



## Swallowtail Federation of Church Schools

**Our Federation's mission is to work together to create successful learners, confident individuals and responsible citizens.**

With our values we aim to:

- Provide a Christian ethos relevant to all areas of school life
- Ensure a happy and caring environment in which all children and adults feel safe and can express their individuality
- Have high expectations for children in our care by providing an appropriate challenging curriculum which is inclusive and accessible to all
- Expect high standards of behaviour throughout the federation
- Ensure equal opportunities for all
- Model and nurture good social, physical and spiritual development
- Celebrate achievement in all areas
- Ensure Governors are committed and involved in the life of the federation
- Liaise effectively with parents, guardians, carers and the wider community
- Foster an awareness of and respect for the environment

## Behaviour Policy

<b>Formally adopted by the Governing Board of:-</b>	<b>Swallowtail Federation of Church Schools</b>
<b>On:-</b>	
<b>Chair of Governors:-</b>	<b>Sheila Watts</b>
<b>Last updated:-</b>	<b>September 2018</b>

### Aims

We want every member of our federation to feel valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The schools' behaviour policy is therefore designed to support the way in which all members of each school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

We have a number of rules, which may be set by staff or children by mutual agreement, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The schools reward good behaviour, as we believe that this will develop an ethos of kindness and cooperation.

This policy supports the school communities in aiming to allow everyone to work together in an effective, considerate and consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of each school community.



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### Rewards

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

- Teachers congratulate children either personally or publicly and the class may be involved in the recognition and applause. Certificates are given each week in Celebration Assembly and these may be awarded for behaviour and attitude. Teachers also give stickers regularly.
- Generally there is a distinction made between good work achieved and good behaviour. This is adapted accordingly to be of best support to the particular age of the children in each class and where needed, to the specific ability of the child(ren.) We praise resilience as part of our 5 R's (see Teaching and Learning Policy.)
- Each school has a positive behaviour reward system designed with input from the children: Catfield – sunshine ladder, Hickling – sunshine ladder and a class marble jar, Sutton – 'reach for the stars.'

### Consequences

We expect our children to listen carefully in whole class sessions and we expect them to try their best in their learning.

If a child is disruptive in class, the teacher reminds him/her of expectations and offers the chance to 'try again'. If a second reminder is needed, then the child may be asked to spend some thinking/reflection time in another class or away from the activity taking place.

Where the child continues to be disruptive on a regular basis, an individual support strategy such as a behaviour plan will be devised, which takes into account the child's individual needs as well as the needs of the majority.

When we see our pupils upset or in conflict, we may say the following:

- What happened? What would you think if this happened to you?
- What were you thinking when it happened? How can we put this right?
- What do you think now? What could you do differently next time?
- Who has been affected or upset by this? What other choice could you have made?
- How could you make sure this doesn't happen again?

Most situations can be dealt with by working through these questions so that the outcome is fair for everyone. **If someone has done something wrong or has upset somebody we expect them to take responsibility for their actions.**

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and addresses the situation. Where necessary, the disruptive child may be prevented from taking part for the rest of that session.

We 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 can be very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. The children understand the term STOP when thinking about bullying – Several Times On Purpose. If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is helped to understand and address the incorrect behaviour.



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Any incidents of a racist or homophobic nature are also reported to the governors and to the Local Authority.

### Positive Handling

Staff may on very rare occasions need to physically intervene in order to restrain a child. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. All staff are aware of and act on the Department for Education advice in the use of reasonable force in order to ensure the safety of children and staff.

### Role of Staff

All our staff ensure that:

- Expectations of behavior are kept high
- School rules are enforced
- Children are treated fairly
- Records of behavior incidents are kept and that the Head of School is informed

Class teachers also ensure parents are kept informed if any concerns are raised about behaviour. They also liaise with external agencies as necessary to support children in their class.

It is the responsibility of the Executive Head and Heads of Schools, under the School Standards and Framework Act 1998, to implement the schools' behaviour policy consistently across the federation and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Head and Heads of Schools to ensure the health, safety and welfare of all children and adults across the federation.

The Executive Head has the responsibility for giving fixed-term exclusions to individual children for serious acts of inappropriate behaviour. For repeated or very serious acts of anti-social behaviour, the Executive Head may permanently exclude a child in line with the guidance from the 'DfE: *Exclusions from Maintained Schools*, September 2017. These actions are taken only after the school governors have been notified.

### Partnership with Parents/Carers

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

If one of our schools has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of School or the Executive Head. If these discussions cannot resolve the problem, parents can contact the federation governors and a formal grievance or appeal process can be implemented.