

## Behaviour Policy

Date of publication: September 2017

Review date: Autumn 2024

### Core purpose statement

In a creative, caring environment, we all support and challenge each other to develop confidence and independence. As active global citizens, we are inspired to discover and succeed in lifelong learning

In the Exe Valley Federation of schools we provide an education of the highest quality to enable every child to realise their potential. At Brampford Speke, Silverton and Thorverton Church of England VC schools, this takes place within a nurturing Christian community.

### Rationale

The schools within the Exe Valley Federation believe that children thrive in an atmosphere that is orderly, purposeful and caring. The factors involved in producing this environment are the ethos of the schools, the content of the curriculum and the pastoral management system. At Brampford Speke, Silverton and Thorverton this policy also embeds core Christian values on which all relationships in school are based: loving, caring attitudes; concern for the whole person; justice and respect for others; reconciliation and forgiveness.

a) The ethos of the federation is: "In a creative, caring environment, we all support and challenge each other to develop confidence and independence. By exploring different choices, we are inspired to discover and succeed in lifelong learning."

b) The curriculum is stimulating, relevant, absorbing and well matched to each child's needs. Positive behaviour is rewarded throughout the school day and children are encouraged to try their best at everything they do

c) The pastoral care system fosters children's social and emotional well-being and allows problems to be resolved. We believe that children do not willfully misbehave for no reason. All four schools are committed to guiding and supporting vulnerable children through planned activities that will help secure more adaptive behaviour patterns

### Aims

We believe that school should provide a safe and secure place for all children and that children should be taught to work and play together within a clear set of rules that are followed consistently. Children need to have clear boundaries established and to know that transgression of the rules will incur consequences for them.

The success of the system relies upon -

- Setting high standards and expectations for all children that are modelled by all adults within the school
- Giving children clear instructions and challenging inappropriate actions consistently and fairly
- Praising or rewarding children who follow the desired behaviour or instructions and reducing undesired behaviour by sanctions
- Channeling undesirable behaviour wherever possible; ensuring that trigger points are avoided to minimise antagonism
- Remaining calm - even with a disruptive child; recognition that the child who is verbally or physically abusive needs containment without questioning
- Fully involving parents to help them understand the process and work with the school towards a positive outcome

### Rewards

In the Exe Valley Federation we aim to focus on positive behaviour and motivate pupils in the use of verbal recognition and individual or house awards for following classroom expectations and school rules. Frequent verbal and written acknowledgement of good work and helpful behaviour and rewards are given for this on a regular basis. Examples

of this include:

- House points to work towards winning a cup
- Merit awards and certificates
- Values Awards [given by Year 6]
- Star Pupil Award or Star of the Week
- Sharing work
- Responsibilities
- Praise Awards [Thorverton]
- Golden Notes
- Governors' Cup

Actions are put in place when children choose not to meet classroom expectations or Golden Rules. At all times, we believe that, when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable and not the child.

### **Sanctions**

We believe that sanctions should form part of the consequences of unacceptable behaviour and each school has developed its own incremental sanctions. An example of this may be as follows:

- Teacher draws child's attention to undesirable behaviour
- Child is invited to work alone for the remainder of that lesson.
- Child may lose 5, 10 or 15 minutes off next playtime.
- Child will be given time-out in another teacher's classroom. Parents will be told at the end of the day that this has happened and why.

In the case of repeated or serious misbehaviour, a meeting will be arranged for parents/child/teacher/Head of School to discuss a focus for improvement. A behaviour assessment will be carried out with the help of the parent and the child may be placed on the SEN register for Behaviour. Advice may be sought from external agencies by agreement. In extremely rare circumstances it may be necessary to exclude a child for a fixed period of time. This will most often be for the remainder of the day but could be for several days or weeks depending on the severity of the problem. This will always be a formal exclusion and will be noted on the child's records. It will only be authorised by the Executive Headteacher or, in his absence, by the Head of School of the particular school.

A re-integration interview with parents and child will need to be carried out before the child is allowed to return. At this meeting the reasons for the exclusion will be discussed and a plan will be put into place to help support the child to help them avoid a repetition of the transgression.

### **Anti-bullying and equal opportunities**

Children have the right to be free from discrimination, from physical and verbal intimidation and from racial and sexual harassment. Infringements of these rights can constitute bullying if persistent or deliberate. Bullying involves the sustained persecution of one child by another (or others) and this is never tolerated in our federation. Every child should be given the opportunity for his concerns to be heard.

Bullying is dealt with through the pastoral systems which are in place. Great importance is placed on the victim reporting any incident which has taken place to a member of staff immediately it has occurred. Without this, it is difficult for staff to take appropriate action to resolve the problem. It is also vital that the perceived victim does not retaliate in any way as this may cloud the issues involved. It is recognised that both the victim and the perpetrator may have poor self-esteem and overcoming this is an important part of resolving the situation. Parents will always be involved when bullying is recurring or escalating and a behaviour assessment will be carried out to help support victims and perpetrator.

### **Pastoral care**

At class level children are helped to deal with behaviour problems involving themselves and others through circle time, discussion, arts, role-play activities. These sessions should help them to understand the difference between right and wrong, to begin to appreciate the viewpoint of others and to develop a range of strategies for dealing with day-to-day problems as they arise. Other aspects such as co-operation, fair play, responsibility and citizenship are also dealt with

in this way.

At an individual level, pastoral care involves 1:1 counselling sessions with children who are having difficulty with personal relationships in school or in complying with the behaviour norms set by the school. Counselling is the duty of the class teachers and sometimes, the Head of School. Importance is placed on getting the children to take responsibility for their own actions, have empathy for others and to use systems to resolve conflict.

### **Behaviour management**

For children who become easily upset or who lose control, there is a system by which they can choose to take control by withdrawing from the situation as follows:-

1. Child indicates to the responsible adult that he/she needs to go somewhere quiet to calm down and goes to the quiet area
2. Adult suggests to the child that he/she needs to go to calm down and the child complies willingly
3. Child refuses to comply with any suggestion and other children are removed to a safe area away from the child until the situation is resolved
4. In extreme cases, parents would be summoned to remove the child from school for the rest of the day for safety reasons and the child would incur a fixed term exclusion

Sanctions are taken only at stages 3 and 4, so the child is encouraged to take responsibility for coping with the situation. Counselling should always follow such an incident. The above stages 2-4 should always be used when there is any incident where aggressive behaviour threatens the safety of the child or another child. Staff should only intervene physically where there is a grave risk to safety and should do so in a manner which involves the minimum amount of force. Restricting a child's movement by a hugging movement from behind to curb the arms and then sitting down is recognised as a particularly effective method. The Head of Teaching and Learning and parents should be involved immediately if there is such an incident and a record logged.

### **Governors**

The governors and FLT share a strong commitment through this policy to tackling inappropriate behaviour in the schools within the federation. Governors believe that work in this area should be dealt with by the schools' educational professionals.

The governors take their responsibility to support staff in the workplace as a core governance role. All staff should feel well-supported by the FLT and governors in this area. The Heads of Schools and Executive Head Teacher give regular reports on pupil behaviour through their reports to the School Improvement Committee and Full Governing Board each term.

### **Accepted Differences**

- Updated terminology, personnel and rewards details
- Incorporating Christian values references (Brampford Speke and Thorverton)

Policy Date: June 2017

Last Review Date: October 2023

Last Review Conducted By: John Jolliffe/L.Parry

Agreed by Full Governors: 10<sup>th</sup> October 2023

Review date: Autumn 2024