



The Winterton Federation Behaviour Policy



Aims

At The Winterton Federation we endeavour to nurture unique individuals in a happy, safe, respectful and inclusive environment, where everyone is inspired to be the best they can be throughout their journey of life.

“Let us run with perseverance, the race that is set before us” (Hebrews 12:1)

We are all proud to be united in faith, vision and ambition.

The Federation behaviour policy is designed to support the way in which all members of the Federation can live and work together in a supportive, positive and constructive culture. We promote an environment where everyone feels happy, safe and secure.

At the beginning of each school year the adults and children in each class work together to agree a code of conduct for their class based on the Federation code of conduct. These rules are positive. This code is displayed within the classroom and referred to whenever appropriate.

The Winterton Federation Code of Conduct and Values

Be polite, respectful and full of hope

Be a hard worker and a good friend

Be truthful and trustworthy

Be kind, helpful and forgiving

Live peacefully with yourself and others

Be your best self

ALL DAY, EVERY DAY

We have rules for behaviour in all areas of both schools, which are displayed around the Federation together with The Winterton Federation Code of Conduct and Values; Mission and Vision Statements. All of these, which are established and agreed by pupils and adults, are positive and referred to regularly. The Federation values reflect the Christian values embedded in our code of conduct.

Church School Values: *TRUST; PEACE; FRIENDSHIP; HOPE; TRUTHFULNESS; FORGIVENESS*

All children are treated fairly and the behaviour policy is applied consistently. We listen to children and foster an understanding of choice and accountability, cause and effect. We aim to help children to grow and ensure they know how to keep themselves safe.

This policy is designed to promote good behaviour, co-operative skills and develop self-esteem rather than merely deter anti-social behaviour.

Remember, it is the behaviour not the child. Behaviour is the responsibility of every staff member across the Federation.

We aim to support children to become positive, responsible and increasingly independent so they can play a productive part in the community, enjoy and make good progress in learning, leisure, personal development and the promotion of positive well-being for all.



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Rewards and Sanctions

We have a set of rewards and sanctions, that are known in each school and which are applied consistently and fairly by all.

When applying sanctions, we make a point of never criticising the child, only their actions. We praise all children behaving well. We give positive instructions, “Thank you for walking” not “Don’t Run”. As a general rule, we expect praise to outweigh sanctions by a minimum of 3 to 1.

Rewards

We praise and reward children for good behaviour in a variety of ways that are consistently applied in each class and groups.

At the Infants’ school:

Class recognition boards children move their stars from the ‘ready to learn’ sunshine onto the ‘great job’ rainbow to the ‘pot of gold’ outstanding board.

Class reward once the class pot of gold has reached the required number of gems in the jar, a class reward is chosen from a menu.

Birtwhistle Trophy is a very special commendation for a pupil who has shown consistent and exceptional effort in their behaviour and attitude to school throughout the year which is presented at the summer term Executive Headteacher’s Special Celebration Worship.

Across the Federation:

Staff congratulate children using voice tone, body language and a smile, making clear what they have done well.

Stickers - all staff give children stickers for good behaviour and/or learning as an immediate reward.

Immediate rewards - (5 minutes extra at playtime; hot chocolate etc.) can be given at the teacher’s discretion when a class has particularly excelled in something.

Achievement assembly/Celebration Worship - each week a child is chosen as the ‘Star of the week’ from each class, who has demonstrated outstanding behaviour or learning.

Executive Headteacher’s Special Celebration Assembly/Worship is held termly where certificates and badges are awarded to children chosen by teachers for ‘attitude’ and ‘effort’ at the end of the autumn and spring terms and ‘attitude’, ‘effort’ and ‘achievement’ at the end of the summer term. Pastoral recognition is also awarded. Parents and Carers are secretly invited so it is a surprise for the children at the celebration.

‘Good work’ children are sent to Subject Leaders/teachers/Deputy Head/Executive Headteacher to celebrate good work/behaviour.

Message home - a brief message (phone call/note) to a parent/carer to praise a child’s learning or behaviour.

Sanctions

The Federation employs a number of sanctions to reinforce the Federation rules and expectations, and to ensure a safe and positive learning environment. We apply sanctions appropriately to each individual situation.



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Assertive discipline steps

Winterton Church of England Infants' School

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the safe and secure ethos and environment in which children are able to thrive.

The use of sanctions should be characterised by certain features:

- It must be clear to the child why the sanction is being applied;
- It must be clear to the child what changes in behaviour are required to avoid future consequences;
- Group consequences should be avoided to prevent resentment;
- There should be a clear distinction between minor and major offences;
- It should be made clear to the child that it is the behaviour that staff do not like, not the child.

Sanctions range from expression of disapproval, time out in a supportive classroom environment, to referral to the Executive Headteacher, or another member of the SLT in her absence, phone call to parents, letters to parents, paying back learning time missed by either missing play/lunchtime or staying behind after school, walk around holding a staff members hand during play/lunchtime and, ultimately and in the last resort, exclusion (following all advice as stipulated in the Governors' Guide to the Law). Most instances of poor behaviour are relatively minor and can be adequately dealt with using the script for difficult conversations after giving proximity praise to those children meeting the expectations. Interventions dealing with unwanted behaviour are to be short giving first attention to best conduct.

All members of staff are to follow the script when dealing with behaviour:

- A reminder of the expectation;
- A caution - stating the choice;
- Last chance - a reminder of the expectation with the sanction of moving child's peg to the 'think about it' rain cloud;
- Time out within a supportive classroom/playground environment;
- Restorative follow up.

Winterton Junior School

A pupil's name is written on the board, this is a 'free' reminder to make the right behaviour choice and have time to adjust their behaviour within the class/environment.

On the first reminder the child is asked to sit alone within the classroom environment away from the initial distraction to give them opportunity to modify their behaviour choice. A number one is put next to their name on the board if they continue to make the incorrect behaviour choice.

At the second reminder a number two is written next to the name on the board, meaning that the child will miss their playtime and walk around with a member of staff who is on duty. A record is kept of all children who miss their playtime on CPOMS, by the adult issuing the sanction, in order to keep a record for analysis by the Federation Pastoral Manager of any behaviour patterns that may occur over a period of time.



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On the third reminder the child is sent to a different classroom with their work to complete in silence; it is felt that in a different classroom environment, they are away from the initial distraction. Children are sent to classes that have been pre-arranged.

Parents/Carers are informed by their child's class teacher, if their child's behaviour has warranted them working in a different class. In order to keep a record and analyse any behaviour patterns that may occur over a period of time, the member of staff sending the child to a different classroom will include this information in the CPOMS entry and alert relevant staff members.

After each session during the day, names on the board are cleared so that each new session begins as a fresh behaviour start, to enable each child to make the correct behaviour choices.

Across the Federation, if a child's behaviour continues to distract the new classroom environment and disrupt learning in another class, an appropriate SLT member is sent for to remove the child from class. The classroom teacher telephones the parents/carers to arrange an appropriate time to discuss their child's behaviour choices and ways forward.

Some children may miss out some of these steps depending on the severity of the incident.

On some rare occasions this is followed up by internal isolation at the discretion of the Executive Headteacher, or following a dynamic risk assessment, a member of the SLT. This means that a child is in school but works in a separate room from any other children on a one to one basis with an appropriate adult for a set period of time. The child is set work by their class teacher and this is explained to them by the adult they are working with; however, they then work in silence unless they require support at any time. Playtimes and lunchtimes are also separate from any other children. Persistent incorrect lunchtime behaviour choices may also result in internal isolation or, in extreme circumstances, external exclusion.

On occasions where a child has been in a heightened state and needs to calm down, the school therapy dog may be used to support this child if deemed appropriate.

On occasions where repeated incorrect behaviour choices are made by a child, they may also be excluded from school activities, i.e., visits, parties etc.

In extreme circumstances of severe behaviour and repeated acts of anti-social behaviour, this may result in an external exclusion. However, on such occasions the facts around the incident, full knowledge of the pupil's individual circumstances and prior behaviour will be considered before determining the length of the exclusion to best support the child and the welfare of other children and adults in school.

Assertive discipline steps at lunchtime

Poor choices made at lunchtime are dealt with, following similar assertive discipline step protocol as teachers do in the classroom, by the Midday Supervisors (MDS) and full investigation into any incident is made before any sanctions are put in place.

A child's name is written in the MDS incident notebook (this is a 'free' reminder for the child to make a correct behaviour choice and have time to adjust their behaviour within the dining/playground environment.)



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On the first reminder the child is asked to sit alone within the dining environment/or move and go and play away from the initial distraction to give them opportunity to modify their behaviour choice. A number one is put next to the name in the MDS incident notebook.

At the second reminder a number two is written next to the name in the MDS incident notebook resulting in the child missing minutes of their lunchtime play (either walking around with MDS who is on duty or (if the weather is suitable) or sitting on a chair/bench in the playground.

On the third reminder, the child is sent to the Senior Midday Supervisor (SMDS) or deputy, to spend the remainder of their lunchtime play with them. The SMDS or deputy records this on CPOMS at the end of the lunchtime period. The MDS also records any incidents they have dealt with on CPOMS.

If a child's behaviour continues to be unacceptable with the SMDS at this point, or if the SMDS deems any incident too serious, the matter is referred to either the Executive Headteacher or a member of the SLT.

Winterton Church of England Infants' School

All members of staff including Midday supervisors follow the script when dealing with behaviour;

- A reminder of the expectation;
- A caution - stating the choice;
- Last chance - Reminder of the expectation with the sanction of their name to be written in the MDS incident notebook and time out to be given walking around with the MDS;
- Time out within an appropriate amount of time allocated to walk round with a MDS or remain with the MDS within a classroom if it is wet playtime;
- Restorative follow up.

If unwanted behaviour continues after time out, then the child will be sent to the Senior Midday Supervisor (SMDS) or deputy, to spend the remainder of their lunchtime play with them. The SMDS will record this on CPOMS at the end of the lunchtime period. The SMDS or deputy, will also contact parents if required. The MDS also records any incidents they have dealt with on CPOMS.

If the SMDS deems any incident too serious, the matter is referred to a member of the SLT.

CPOMS

CPOMS is used to record any behaviour issues identified so that a log of incidents is appropriately compiled. Through CPOMS we monitor behaviour as a means of being proactive in dealing with any patterns before they become issues. Staff are made aware of the confidential nature of these entries.

Restorative Practice

We believe that the people best placed to resolve a conflict or a problem are the people directly involved. In order to develop community, and to manage conflict within school, we promote positive attitudes to resolving conflict and challenging behaviour through a restorative approach. This approach encourages wrongdoers to be accountable for their actions and to take responsibility for repairing the harm caused, enabling them to consider the needs of others as well as their own. A restorative approach to conflict or wrongdoing involves active non-judgmental listening and asking the key questions:

- What has happened?
- Who has been affected?
- How can we involve everyone who has been affected in finding a way forward?



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- How can everyone do things differently in the future?
- By using this approach both wrongdoer and harmed person(s) are allowed to express their thoughts and feelings about the incident.

This approach can be used:

- In a challenging situation where two or more children are encouraged to express their feelings and needs to understand why each child has acted the way they have;
- With an individual child to help them reflect on a situation and find ways forward for themselves;
- In mediation, the adult helps both parties consider the problem as a shared one that needs a joint solution.

Some children require a more individual approach to their behaviour management and an individual outcome plan is written according to their needs, for example, in some instances, through negotiation with adult class teams, it could be agreed that for a particular child they have a '5 minute' breather whenever they feel angry or stressed. At this point they are excused from the classroom and go to a designated safe area to calm down.

In relation to mental health and well-being, we believe that self-esteem can affect all thinking and behaviour and can impact on learning and performance. We provide positive everyday experiences so that our children are self-confident and secure, with a strong sense of belonging and are happy to be unique so that they are all likely to reach their full potential. All staff facilitate this by using emotion coaching and growth mindset as well as following a comprehensive PHSE curriculum. For further information on mental health and well-being please see The Winterton Federation Mental Health and Well-being policy.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff only intervene physically to prevent injury to other people, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. In addition to the teachers, the Executive Headteacher authorises appropriate staff who have received up-to-date 'Team Teach' training to use "reasonable force". This training is updated every three years. The training uses 'Positive Handling', which include non-verbal, verbal and, where absolutely necessary, physical interventions. Where this becomes necessary, a Positive Handling Plan is agreed between parents, pupils and staff. Before any Team Teach strategies are used, a child is given notice of further intended actions that will be taken if they do not conform. Team Teach is the last course of action. There are occasions where the child in crisis remains in their environment and the rest of the class are removed to a safe area.

Bullying, Sexual Violence and Sexual Harassment

The Federation does not tolerate bullying, sexual violence or sexual harassment of any kind. If we discover that any of these acts have taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children who attend our Federation are free from fear. All staff are of the mind-set that 'it could happen here'. Please see our Anti-Bullying and Safeguarding and Child Protection Policies for more detail.

All Federation staff and governors have undergone in house training on sexual violence and sexual harassment.



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Pupil's Conduct Outside the school gates

The disciplinary sanctions above may be imposed even in relation to misbehaviour which takes place outside school premises, where it is witnessed by a staff member or reported to the Federation. This includes when the pupil is:

- taking part in any school-organised or school-related activity;
- travelling to and from the school;
- wearing the school uniform;
- in some other way identifiable as a pupil attending either Federation school. or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the Federation;
 - poses a threat to another pupil or member of the public;
 - could adversely affect the reputation of the Federation.

In all cases of misbehaviour, staff can only discipline pupils on Federation school premises or elsewhere when the pupil is under the lawful control of the staff member such as on school visits.

The role of the Federation Pastoral Team

The Federation Pastoral team holds the key to positive relationships between school, home and other agencies, through pastoral care.

As part of their role, the Federation Pastoral Team provides nurturing support for children with problems and issues which may become a barrier to learning; including child protection, low self-esteem, difficult relationships and bereavement and will signpost parents/carers to the relevant agencies should there be need.

The role of the Executive Headteacher

It is the responsibility of the Executive Headteacher, under the School Standards and Framework Act 1998, to implement the Federation Behaviour Policy consistently throughout both schools, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Headteacher to ensure the health, safety and welfare of all children across the Federation.

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

The Executive Headteacher ensures records are kept of all reported serious incidents of misbehaviour, any child who is excluded for a fixed-term, or who is permanently excluded.

The role of parents/carers

The Federation works collaboratively with parents/carers, to ensure that children receive consistent messages about how to behave at home and at school. We expect parents/carers to come into school when invited to discuss behaviour choices. Parents/carers are also welcomed at any other time to discuss any issues with staff at a mutually convenient time.

Information about our Federation, our routines and expectations, including behaviour, can be found on the Federation website.



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We expect parents/carers to support their child's learning, and to co-operate with either school. We try to build a supportive dialogue between the home and school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

If either school has to use reasonable sanctions for a child, parents/carers should support the actions of the school. If parents/carers 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 Deputy/Assistant

Headteacher and if still not resolved, the matter will be passed to the Executive Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process may be implemented.

The role of governors

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

The Executive Headteacher has the day-to-day authority to implement the Federation Behaviour Policy, but governors may give advice to the Executive Headteacher about particular disciplinary issues. The Executive Headteacher takes this into account when making decisions about matters of behaviour.

Following 1st September 2012 guidelines, governing boards perform the key role of determining whether an excluded child should be reinstated. This involves reviewing the decision of the Executive Headteacher and considering the outcome of any independent review panel hearing.

Fixed-term and permanent exclusions

The Federation does not wish to exclude any child from school, however, on very rare occasions, this may be necessary. Only the Executive Headteacher (or the senior leader in charge in the Executive Headteacher's absence) has the power to exclude a pupil from school. The Executive Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year or may also exclude a pupil permanently. It is also possible for the Executive Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Executive Headteacher excludes a pupil, the parents/carers are informed immediately and asked to attend a meeting in school, giving reasons for the exclusion. At the same time, the Executive Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing board. Information of how to make any such appeal will be given to the parents/carers by the school concerned. Parents/Carers will take their child home immediately after the meeting.

The Executive Headteacher informs the LA 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 Executive Headteacher.



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Monitoring

The Executive Headteacher monitors the overall effectiveness of this policy on a regular basis in consultation with Senior leaders. This is reported to the governing board with recommendations for further improvements, if required.

All incidents relating to behaviour are logged using the CPOMS system across the Federation. It is the responsibility of the adult supporting a behaviour issue to make a record on CPOMS and alert all relevant staff.

It is the responsibility of the governing board to monitor the rate of exclusions, to review promptly all permanent exclusions and all fixed term exclusions over 15 days and to ensure that the Federation policy is administered fairly and consistently.

Review

The policy is reviewed by staff and governors annually unless Government Policy deems earlier review necessary. Any amendments will be brought to the attention of the governors for consultation.

Behaviour Policy revised by: SLT Autumn 2021

Policy agreed by Staff: Autumn 2021

Policy agreed by Governors: Autumn 2021

Policy review date: Autumn 2022