



## 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 and this supports us to be 'the Beacon for Learning.'

At the beginning of each school year the adults and children in each class work together to understand 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 promotes good behaviour, co-operative skills and develops self-esteem rather than merely deterring anti-social behaviour.

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

We 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 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.

#### 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.

**Positive Postcards** - On a weekly basis classroom staff send a postcard home to parents/carers to acknowledge exceptional behaviour/work.

#### 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.

#### At the Junior school:

**Brag Tags** - All classes have a 'Brag Tag', a lanyard with a card on that says 'Brag Tag', children receive the 'Brag Tag' for exceptional work/behaviour and can wear it for the rest of the day. Staff should ask children why they received it, so they can get wider praise from the school community.



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### 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.

#### Assertive discipline steps

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.

At both federation schools, all members of staff follow the script when dealing with behaviour:

- An initial reminder of the expectation;
- A caution - stating the choice;
- Formal warning - a reminder of the expectation, at the Infant School move the child's peg to the 'think about it' rain cloud; at the Junior School the child's initials are written on the board
- Final warning - a final reminder of the expectation, in both schools the child moves within the classroom environment; and the child may miss a portion of their playtime.
- Time out within a supportive classroom/playground environment;
- Restorative follow up.

In the first instance, the child is reminded of the appropriate conduct within the classroom.

If inappropriate behaviour persists, then the child is made aware of this, and reminded that this will result in their initials being put on the board, or their peg being moved onto the raincloud.

The next step is a formal warning, and the child's initials are put on the board, or the child's peg is moved on to the 'think about it' raincloud.

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.



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On the final reminder, 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.

If the child persists with inappropriate behaviour, they are 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 includes this information in the CPOMS entry and alerts relevant staff members.

After each session during the day, initials on the board are cleared, and 'raincloud' pegs are returned to the 'ready to learn' stage, 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 extremely 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.

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.

At The Winterton Federation, we do not advocate external exclusions; it would only be considered in very extreme circumstances of severe behaviour and repeated acts of anti-social behaviour. However, on such occasions the facts around the incident, full knowledge of the pupil's individual circumstances and prior behaviour are considered before determining the length of the exclusion to best support the child and the welfare of other children and adults in school.



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All staff are aware that changes in the usual behaviour of a child can be an indication of a safeguarding concern, and the correct procedures will be followed in line with the federation Safeguarding and Child Protection Policy.

All staff are aware that certain behaviours can be an indicator that a child may be having difficulties with their mental health and well-being, and the correct procedures will be followed in line with the federation Mental Health and Well-being Policy.

### **Assertive discipline steps at lunchtime**

Poor choices made at lunchtime are dealt with, following a 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.

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

- A reminder of the expectation;
- A caution - stating the choice;
- Formal caution - 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;
- Further sanctions - SMDS or DMDS are involved at this point, and playtime/lunchtime minutes will be lost, the child will walk round with a MDS or remain under the supervision of the MDS within a classroom if it is wet playtime;
- Final stage - SLT become involved at this point if the SMDS or DMDS deem it necessary;
- Restorative follow up.

In the first instance, the child is reminded of the behaviour expectation.

If any inappropriate behaviour persists, then the child is given a caution that they will be put in the MDS incident notebook.

Continued inappropriate behaviour results in the child's name being written in the MDS incident notebook, and the child is informed that they will receive a sanction if they continue, and 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, or have five minutes alongside the MDS.

After the initial sanction is applied, if the child continues to behave inappropriately, the child is sent to the Senior Midday Supervisor (SMDS) or Deputy Senior Midday Supervisor, to spend the remainder of their lunchtime play with them. All incidents of this nature are recorded on CPOMS by the appropriate person (MDS/SMDS).

If the SMDS deems any incident too serious, the matter is referred to a member of the SLT. Please see Lunchtime Supervision policy.

### **CPOMS**

CPOMS is used to record any behaviour issues identified, in an objective manner, 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.



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### 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?
- 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.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Section 93 of the Education and Inspections Act 2006: *The Use of Force to Control or Restrain Pupils, and in line with non-statutory DfE guidance (July 2013 review) the use of force in schools is usually to either control or restrain. This can range from passive physical contact, such as standing between pupils, or active physical contact, such as where a student needs to be restrained to prevent violence or injury.* 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



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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.

### **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





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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.

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 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 part 12 of the May 2023 guidelines on suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, 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 extremely 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.





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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.

### **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 2023***

***Policy agreed by Staff: Autumn 2023***

***Policy agreed by Governors: Spring 2024***

***Policy review date: Autumn 2024***