



## The Ashlands and Misterton Federation Church of England First Schools

Owner	Ashlands and Misterton Federation
Approved	GB
Review Cycle	Every 2 years
Next Review	GB6 2021

The Ashlands and Misterton Federation is built on a Christian ethos. This is reflected in its aims and *objectives for every child and adult within the Federated community. **Our Christian core values are; compassion, friendship, respect, trust, forgiveness and aspiration. These are all rooted in love.*** It is our vision to build a school community dedicated to providing optimum learning for each child in a happy atmosphere.

*Love of learning, love of life, love of one another  
'Life in all its fullness' John 10:10.*

## Behaviour Policy

*“Good behaviour is a necessary condition for effective teaching to take place.”  
(Education Observed 5 – DES 1987)*

Across our Federation we aim to be a happy and caring Christian Community, one in which we hope all its members will feel able to grow and fulfil their potential as individual citizens. We really value the importance of good relationships. We are committed to the fundamental precepts of love, honesty and trust which provide the foundations for everything we do in school. We strive to develop a caring attitude for each other and our surroundings, one in which respect for property and the environment is fostered. We hope that the members of our school community mirror these values within society.

Children’s academic, personal and social development is best supported in an environment where they feel valued and motivated to achieve, where they value themselves and where emphasis is placed on their personal and social development as well as academic achievement. As a church school we aim to create a loving, caring Christian ethos where children can thrive socially, academically, morally and spiritually built on the values of Christian teachings. We seek to help our children “*live life in all its fullness*”, as described in John 10: 10 in the Bible and see our approach to behaviour as fundamental in allowing that to happen.

It is the purpose of this policy to have a key role in developing and maintaining such an environment across The Ashlands and Misterton Federation.

The Governing Body fully supports these principles and seeks to create an environment in the school which encourages and reinforces good behaviour and to develop lifelong skills and values which will enable our learners to become good citizens and contribute positively to society.

### Aims

- For the children to love and trust one another.
- For all of the children across Ashlands CofE First School and Misterton CofE First School to feel safe to learn, play and be with others.
- To create a learning environment where all its members are treated fairly, with respect and dignity.
- For all children to know they have the right to be safe emotionally and physically.

- It is our belief that the schools should help children learn that they are responsible for their own actions and that each child takes his/her own decision about what is the right or wrong thing to do.
- To create a learning environment which encourages and reinforces good behaviour so that all of our children are known, understood, listened to and valued, enabling them to develop their sense of belonging.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To teach children the skills to enable them to
  - a) solve conflicts as peacefully as possible through a process of negotiation
  - b) to show sympathy towards and tolerance of others being aware of different needs
  - c) to respect property
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

## **OUR GOLDEN RULES**

Our "Golden Rules" help to underpin the Christian ethos of our school and act as a reference point when promoting good behaviour.

### **We are kind and gentle**

"Be kind and tender-hearted to one another, and forgive one another, as God has forgiven you through Christ. " Ephesians 4: 32

### **We are polite and helpful**

"Let us not become tired of doing good; for if we do not give up, the time will come when we will reap the harvest. " Galatians 6: 9

### **We listen**

(We will work with the Collective Leads to find an appropriate Bible quote.)

### **We are honest**

(We will work with the Collective Leads to find an appropriate Bible quote.)

### **We work hard**

"Be a good worker, one who does not need to be ashamed and who correctly explains the word of truth. " 2 Timothy 2: 15

### **We look after property**

(We will work with the Collective Leads to find an appropriate Bible quote.)

These are referred to when promoting good behaviour or dealing with unacceptable behaviour. Our Golden Rules will be displayed around the school, so that all adults and children are constantly reminded of them. They will be referred to in collective worship and revisited as necessary. All adults have a duty to praise those pupils seen to adhere to the rules and to deal appropriately with anti-social behaviour, reporting incidents to the class

teacher so that all children realise that we, as a staff, are working together.

Individual classes will create their own charters which embed our golden rules and are contracted between adults and children at the start of the academic year. These charters compliment the “Golden Rules” and are not a replacement for them.

Charters, Rules and Procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

## **STANDARDS OF BEHAVIOUR**

In seeking to define acceptable standards of behaviour, it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children’s social and moral development just as it does in their academic development.

Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children’s developing ability to enable them to meet our behavioural expectations.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school, we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles. As a Church school, we encourage tolerance and work with our children to help develop their behaviour. Inappropriate behaviour will be dealt with in line with the SEND policy, in line with the child’s needs.

## **THE CURRICULUM AND LEARNING**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. A daily focus on PHSE, RE and Collective Worship provide opportunities for effective role modelling.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children’s efforts are valued and that progress matters.

## **CLASSROOM MANAGEMENT**

Classroom management and teaching methods have an important influence on children’s

behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Teachers should seek to use positive praise wherever possible when managing large groups. If staff are required to intervene to deal with behavioural incidents, then they should aim to be as discrete as possible in dealing with the matter. Criticism should always be framed in a constructive manner.

## **REWARDS**

Our emphasis is on rewards to reinforce good behaviour, rather than failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. This will reinforce positive behaviour for all children.

Rewards may involve:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- Smiley faces
- Stickers and stamps
- Certificates (including reading certificates, rainbow challenge, handwriting pen licence)
- Sending good work to other staff members for reward or praise
- Special responsibility jobs
- Special privileges (e.g. playtime equipment time)
- Positive phone call home or discussion with parents
- Class wide rewards
- First in line
- Head teacher awards / Proud Wall
- House points (children are members of a House team. They earn house points for positive personal, social and academic behaviour. The house points are collated weekly and on a half termly basis the House with the most points are awarded a non-uniform day).
- Green leaves (a record of these will be kept by all teachers to ensure all children will experience this across the year. Letters are sent home to parents /carers to celebrate the awarding of 3,6 and 12 green leaves).
- Star of the Day (a record of this will be kept by all teachers to ensure all children will

experience this each year). The names of all children who were star of the day across a week are put in a draw and the winning child chooses a small prize.

## **SANCTIONS**

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 security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features: -

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as it breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.
- Where appropriate children are requested to draw/write a card/letter acknowledging their behaviour and why it was a poor choice/ hurtful/ unkind to the injured party and having a positive next step.
- Where possible reference will be made to our "Golden Rules"
- Where appropriate reference will be made to our values and the school's vision

Sanctions range from expressions of disapproval, through withdrawal of privileges, such as Golden Time minutes, to referral to the Head teacher, letters to parents and, ultimately and in the last resort, exclusion (following the LEA guidelines). Unacceptable behaviour that might lead to a fixed term or permanent exclusion includes physical aggression to either staff or children, racist abuse, complete lack of co-operation, seriously disruptive behaviour and any behaviour that puts the safety of either children or staff at risk.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. A helpful table is included below to ensure that all members of our staff are as consistent as possible when applying sanctions to incidents unsatisfactory behaviour. Objective observation may be undertaken to understand more fully the circumstances leading to the behaviour, the behaviour itself and the consequential outcomes.

Additional specialist help and advice from the Educational Psychologist, Parent and Family Support Advisor or other professional services may be necessary. This possibility should be discussed with the Head teacher and SENDCo.

Permission from the pupil's parents will be requested prior to this intervention.

This chart has been designed to allow the school to deal with unsatisfactory behaviour as consistently as possible. This grid is by no means exhaustive and is merely a suggestive guideline. We also accept that each incident will be different and may be interpreted in different ways which may affect the severity of the situation, (e.g. level of intent or force

Stage	Behaviour	Acceptable Sanction
<b>Minor</b>	<ul style="list-style-type: none"> <li>• Straying out of bounds</li> <li>• Inappropriate language</li> <li>• Fussiness</li> <li>• Calling out</li> <li>• Rudeness</li> <li>• Dropping litter</li> <li>• Laziness</li> <li>• Running in school</li> </ul>	<ul style="list-style-type: none"> <li>• Child explicitly informed that behaviour is unacceptable.</li> <li>• If behaviour persists a final warning may be given.</li> <li>• If behaviour continues to persist then this could be escalated to “Moderate”.</li> <li>• If the behaviour persists then parents will be informed</li> </ul>
<b>Moderate</b>	<ul style="list-style-type: none"> <li>• Skirmish, scuffle, minor fight</li> <li>• Biting</li> <li>• Swearing</li> <li>• Spitting</li> <li>• Out of bounds and refusing to respond</li> <li>• Answering back, rudeness</li> <li>• Noisily running in school</li> <li>• Work refusal</li> <li>• Disrupting learning</li> <li>• Unkind behaviour</li> <li>• Behaviour which endangers themselves or others (e.g. climbing on roofs)</li> <li>• Persistent infringement of</li> <li>• Minor behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Child may be invited to discuss the behaviour with the Senior Lead Teacher.</li> <li>• May be invited to be part of alternative support during unstructured times.</li> <li>• Child may be given time for reflection and de-escalation in a quiet area to reflect on their behaviour.</li> <li>• Loss of playtime (whole or in part)</li> <li>• Child may be requested to spend part of their playtime stood next to an adult.</li> <li>• Where a child’s actions have wronged another person, then the child may be asked to write a letter acknowledging their poor behaviour and encouraged to apologise. They may be asked to make a card or draw a picture during the “time out”, to compensate for their actions. Time out will be used in line with the need of the child. In cases of physical harm, staff will adopt a 3 session reflection time. This may be staff accompanying the child onto the playground to observe appropriate play.</li> <li>• If the behaviour continues to persist then the behaviour could be escalated to “Serious”.</li> <li>• Parents informed of poor behaviour.</li> </ul>
<b>Serious</b>	<ul style="list-style-type: none"> <li>• Swearing at or spitting at staff or pupils</li> <li>• Biting (may leave a mark on the</li> </ul>	<ul style="list-style-type: none"> <li>• Child may be invited to discuss the behaviour with another member of the SLT or the head teacher.</li> <li>• May be invited to be part of alternative support during unstructured times.</li> </ul>

	<ul style="list-style-type: none"> <li>• skin)</li> <li>• Wilful damage to other people's property or work</li> <li>• Bullying behaviour</li> <li>• Habitual fighting</li> <li>• Leaving the school site</li> <li>• Persistent infringement of Moderate behaviour</li> <li>• Stealing</li> <li>• Repeated refusal to work</li> </ul>	<ul style="list-style-type: none"> <li>• Additional provision such as ELSA (Emotional Learning Support is offered).</li> <li>• Emotional coaching strategies may be used.</li> <li>• A behaviour log may be started to track the child's behaviour.</li> <li>• Extended loss of playtimes.</li> <li>• Extended supervision at playtimes</li> <li>• Loss of other privileges, (e.g. representing the school at a sport, monitor job)</li> <li>• Parents informed of poor behaviour</li> <li>• If the behaviour continues to persist then the behaviour could be escalated to "Very Serious"</li> </ul>
<b>Very Serious</b>	<ul style="list-style-type: none"> <li>• Physical abuse of staff</li> <li>• Premeditated or continuing physical attacks on others</li> <li>• Large scale destruction of property</li> <li>• Offensive weapons, drugs, alcohol or offensive material brought into school</li> <li>• Inappropriate touching of adult/ child as indicated in the NSPCC PANTS programme</li> <li>• Racism</li> <li>• Bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Child will be invited to discuss the behaviour with the head teacher or deputy head teacher in their absence</li> <li>• Parents will be notified to discuss the behaviour</li> <li>• A home school book implemented</li> <li>• LA guidelines will be followed and the behaviour may result in a temporary, partial or fixed exclusion</li> <li>• Child will be provided with support to ensure the behaviours do not reoccur</li> <li>• Deliberate racism will be recorded and reported to governors and the LA</li> <li>• Internal exclusion may be applied</li> <li>• Targeted work with children, classes or year groups may be actioned</li> <li>• A racial harassment booklet will be given to the parent of any child who makes a racist comment</li> </ul>

## Behaviour Logs

Where there are instances of repeated or serious behaviour, then staff will make a log of incidents. Parents will be informed that behaviour will be logged and in some persistent cases parents may be informed daily and the teacher will sign the log to show this has been done. In some cases, a child may require additional support, such as individual reward charts, social stories or focused individual or small group support from an adult. In this case parents will be informed of the support, and it may form part of a Special Support Plan.

Behaviour logs will be kept by class teachers, lunchtime support staff and the Head

Teacher. Non class based teachers should follow the procedures using the child's class behaviour log, ensuring good communication is in place with the child's teacher. The Behaviour log will be checked regularly by the Head Teacher or SLT to ensure all concerns are appropriately supported and that no further action needs to be put in place. Persistent concerns and emerging behaviour patterns will be monitored and tracked.

## **COMMUNICATION AND PARENT CARER PARTNERSHIP**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head teacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

## **ROLES AND RESPONSIBILITIES**

### **The Role of School Council**

The School Council meets approximately fortnightly. The School Council consists of children from YR – Year 4 who are elected by their peers. School Councillors wear special badges that identify them throughout the school. As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing the rules.

Play Leaders also support good behaviour through positive active play. Those who apply for this privilege, work with the teachers and MDSAs to support children during play times and lunch times and model the Golden Rules.

### **The Role of Parents**

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school's "Golden Rules" in the school prospectus, and we expect parents to read these and support them.

We expect parents to behave in a reasonable and civilised manner towards school staff and anyone on school grounds. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the head teacher who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The head teacher may then be involved and, if concerns remain, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

### **The Role of School Staff**

All school staff have a responsibility to uphold the behaviour policy and to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. As adults, we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- show, by example, respect and care for the property of the school, staff and children;
- encourage relationships based on kindness, respect and understanding of the needs of others;
  
- ensure fair treatment for all regardless of age, gender, race, ability and disability and promote a positive attitude to personal differences (race, gender, age, ability and opinions) so that children learn to value individuality.

All staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas. Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

All staff will communicate with each other about behavioural incidents, especially at handover times after an activity, a playtime or lunchtime.

The Ashland and Misterton Federation is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour. All staff across The Ashlands and Misterton Federation are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Staff will contribute to the Open Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving other staff as appropriate. All staff expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt with in an atmosphere of trust and

mutual respect.

It is the responsibility of all staff to ensure that the Golden Rules are enforced throughout the school day.

### **Role of the Governors**

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

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

### **Role of the Head teacher**

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

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

The head teacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child.

## APPENDIX A

### A Code of Practice for Adults Working with Children

DO	DON'T
Actively listen to children and as often as possible find time for them.	Become exasperated.
Value and respect what children say and do.	Undermine or disregard opinions and feelings.
Be friendly; let children feel that you like them. Be approachable.	Be aggressive or bully the child.
Be sympathetic, sensitive and caring. Make the child feel secure.	Use sarcasm or ridicule.
Be enthusiastic and give praise whenever the opportunity arises.	Make the child look stupid or put them down, particularly in front of peers.
Involve children in decision making or explain decisions.	Patronise the children or ignore or dismiss their ideas.
Put yourself in the child's place.	Be insensitive to the child's needs and feelings.
Use a quiet, calm voice.	Shout, use verbal threats or "nag".
Distance the child from the fault.	Make the child feel isolated or rejected because of their behaviour.
Be fair and open.	Use rough justice.
Encourage children to support each other.	Set children against each other.
Be a good role model.	Expect more from children than they are capable of giving.
Relate behaviour to bible stories to explain/help children to understand how to act and behave in a Christian manner.	Tell them they are bad or naughty

All records are stored securely in line with GDPR regulations.

This policy was adopted by the Governing Body at GB      Date

Executive Headteacher: \_\_\_\_\_ Miss Nicola Ball    Date \_\_\_\_\_

Chair of Governors: \_\_\_\_\_ Mrs Ellie Kading    Date \_\_\_\_\_