

KENN AND KENTON FEDERATION BEHAVIOUR POLICY

Rationale/ Purpose

Historically, the schools have always had good behaviour, and the purpose of this policy is to help ensure that this remains the case for the future and ensure that procedures are in place should they be needed. Maintenance of good behaviour can only be achieved with the cooperation and close involvement of children, staff and parents, together with clearly laid down and understood procedures intended to avert problems rather than respond to them. We recognise that the engagement of learners in their learning is fundamental to good behaviour.

The schools recognise that the most productive learning happens when children are taught learning behaviours required to enable effective learning to take place. It is essential for all members of the schools' communities to recognise that all behaviours are a means of communication of our social and emotional needs. For a variety of reasons all of our children may not be able at times to access effective communication in order to express these needs.

SCHOOLS' AIMS

All of our aims are relevant to this policy:

- to nurture the mental, physical and spiritual development of each individual child
- to create a happy and secure learning environment where children are encouraged to accept challenges as learners
- to promote close links within the schools' communities and prepare children for world citizenship and the different people they will meet during their life journey
- to help children learn respect and develop a sense of their own worth and responsibility for themselves and others
- to prepare children for the next stage of their education
- to encourage and provide opportunities for children to develop as lifelong learners
- to foster a cohesive team of children, parents, staff and wider community

It is important that every member of the schools' communities is equally responsible for promoting high standards of behaviour and that our policy promotes a sensitive approach to behaviour management.

HOW WE HOPE TO ACHIEVE THESE AIMS

TEACHING AND LEARNING

A child's social, emotional and behavioural development is like all areas of learning - we plan for the teaching about how to interact successfully with others, how to develop emotional resilience and appropriate ways of displaying our emotions. We also aim to develop an inspiring curriculum as boredom is a sensation which encourages children to make their own entertainment, which is not always appropriate to what is being taught.

The following strategies will be used to support the development of successful interactions with others, emotional resilience and appropriate ways of displaying our emotions.

- The engagement of learners in an engaging curriculum
- The teaching of how to demonstrate each school's (Christian) Values.
- What is acceptable ways of demonstrating our emotions and interacting socially through our behaviour, through our school contract and all children being part of the development of class rules
- A SMSC and SEAL curriculum designed to meet the needs of the school, classes, groups and individuals
- Thrive assessments for classes and individuals and the tailoring of activities to develop social relationships and emotional resilience.
- Engagement of all children in Restorative Justice techniques as a means of addressing social difficulties, through support from adults and children trained as Peer Mediators.

- The use of Play Leaders/ Active Champions and structured lunchtime activities to support appropriate play activities.

REWARDS

The use of targeted praise and rewards are the main tool used by staff to draw attention to desired social, emotional and behavioural actions.

- Targeted verbal praise - all adults within the schools use targeted, specific verbal praise, catching children setting a good example to others. Needs of individual children will be noted by staff, as some children prefer achievements to be noted in quieter tones.
- Class systems - whole class reward systems may be in use to develop particular learning behaviours within the classroom. The whole class will benefit from working together towards this goal.
- Ready to Learn chart

In Reception Classes weather symbols are used instead of colours to assist children's understanding.

Headteacher golden sticker and phone call home (gold zone)	For exemplary work and/ or behaviour
Star worker (purple zone)	Get a house point or extra play or go to play or lunch first or a sticker
Ready to learn (green zone)	All children start at ready to learn

- Rainbow values chart - individual children's demonstration of the school's values are the focus of the Rainbow values chart. Adults and children are asked to spot children demonstrating the schools' values and place them on the rainbow chart. These are read out once a week in assembly.
- Individual reward systems. Specific reward charts that focus on improving a single area of a child's/ group of children's behaviours. This may be a child with SEND, but it is not limited to just these children.

SANCTIONS

Sanctions are used in response to a child's/ children's actions and behaviours when deemed appropriate by staff within the schools. The schools use a graduated response on most occasions.

- Ready to Learn chart -
In Reception Classes weather symbols are used instead of colours to assist children's understanding.

Ready to learn	All children start at ready to learn
Make better choices/think about it	Adult makes eye contact with the child, move name from 'ready to learn' to 'make better choices'. May miss a minute of play/be last out
Warning (yellow)	Go to work in another class for 5 minutes. When child returns it is assumed that they are 'ready to learn' again
Warning (amber)	If child misbehaves again, move name straight to amber.
Warning (red)	Miss a playtime. Take a red letter home. Go to Mrs Tetlow/ Mr Baxter/ Mrs Somerwill

- Liaison with parents - parents will be involved where the staff in the schools have concern about an individual incident or where a concerning pattern of behaviour has been identified. At all times we would ask that parents work with and support the schools in order to help their child.
- Exclusion - internal and external. Exclusion will be used as a tool by the schools to support individual children and the schools communities as deemed appropriate by the Executive Headteacher, the Heads of Teaching and Learning and the Governing body. Exclusion is an extreme step and will only be taken in cases where:
 - Unacceptable behaviour over a long period of time has not responded to the strategies put in place with the consequence that the safety and learning of others is being seriously jeopardised.
 - An incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.

Whether the exclusion be for a fixed term or permanent, the Authority's procedures are to be followed.

All sanctions and rewards will be applied at a level judged by staff to be appropriate to the individual child, behaviour or circumstances - at times that may mean that stages of the behaviour table are bypassed or alternatives used. This may relate to a child with SEND, but it is not limited to just these children. Once a child has successfully completed his/her sanction, this should be acknowledged positively by the member of staff. The child is then accepted back into the normal school routine without reservation and encouraged to perceive this as a fresh start.

EXTERNAL SUPPORT

The Executive Head, Heads of Teaching and Learning or the SENCO will engage with outside agencies to support with the development of the social, emotional and behavioural needs of groups and individuals when deemed necessary by the schools and/ or parents. A plan will be put into place with parents, the school and the child, focusing on what hope to achieve through these links. At this stage further records may need to be kept, such as observations, trigger charts and provision maps. This support may be sought for a child with SEND, but it is not limited to just these children.

Outside agencies that the federation might access to support children with social, emotional and behavioural needs might include the following:

- Education Welfare Officer
- Behaviour Support Team
- CIDs Team
- Outreach teachers from specialist provision
- Social Care
- Educational Psychology
- Medical practitioners and mental health services
- Inclusion Officers

MONITORING

This will include keeping records of significant rewards and sanctions given linked to our Ready to Learn charts, individual behaviour logs, bullying log and incident log, observations in the classrooms and around the school, questionnaires for children and parents and discussions with the School Councils'. There will be regular reports to governors, as part of the Governors annual cycle of business, about the outcomes of this. Behaviour and safeguarding form part of the School Development Plan priorities.

A record of sanctions applied will be kept on individuals if this is deemed appropriate (so possibly establishing a pattern that can be discussed with SENCo/parent), and as a means of communication for a supply teacher to record who behaved well and who broke our rules.

PARENTAL INVOLVEMENT

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. The schools expect that parents will give their full support in dealing with their child's social, emotional and behaviour needs.

We ask parents:

- to support school in having high expectations of your child's behaviour.
- read and sign the school contract annually and discuss this with your child.
- to keep us informed of different behaviours that children may be exhibiting.
- inform us of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family.
- inform us about their child's ill health and any absences connected with it.

The schools will endeavour to achieve good home/school liaison by:

- promoting a welcoming environment within the schools.
- giving parents regular constructive and positive comment on their child's work and behaviour.
- encouraging parents to come into school on occasions other than parents' evenings.
- keeping parents informed of school activities by letter, newsletter etc.
- involving parents at an early stage in any disciplinary problems.

Equality Duty

The Kenn and Kenton Federation fully recognises its duty to comply with equality and diversity legislation, and its Equality Duty sets out the schools' aims in relation to equality and what it will do to ensure that equality is fully embedded in practice. The schools fully acknowledge their responsibilities in terms of equality issues in relation to gender, age, race, disability, religion or belief, sexual orientation and gender reassignment. The Kenn and Kenton Federation is firmly committed to equality and diversity, and when carrying out our functions, we shall have due regard to the need: to eliminate unlawful discrimination and harassment; to promote equality of opportunity.

At the Kenn and Kenton Federation, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, which is anything that is additional to or different from what is normally available in schools in the area.

In our Federation, we undertake the duties, including in relation to **this policy**:

- Not to treat disabled pupils less favourably for a reason which relates to their disability
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To do our best by all disabled members of our school community

Other related policies:

- Anti bullying policy
- Safe guarding Children and Child protection.
- Positive Handling