



Behaviour Policy

September 2018

Next Review Due: September 2019

Co-ordinator – Mrs J McColl

HMFA Behaviour Policy

POLICY DATE: 1st September 2018

REVIEW DATE: September 2019

Our Aims for Everyone

MISSION STATEMENT

At Herefordshire Marches Federation of Academies (HMFA) we aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

We aim to encourage good manners, honesty, respect and tolerance for others. Our academy behaviour policy is therefore designed to support the way in which all members of the academy can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and therefore develop to become positive, responsible and increasingly independent members of our academy and the wider community.

Our academy rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The policy supports the academy in aiming to allow everyone to work together in an effective and considerate way.

We treat all children fairly and apply this behaviour policy consistently when working with all children.

We expect the highest standards from all of the children and from everyone who works within the academy.

Parents, staff and children all make a contribution. Success comes when there is mutual respect, trust, openness and honesty between all partners, who must acknowledge the importance of each other's roles. Teachers will recognise each parents' special interest in his/her child, and parents need to recognise that individual children's interests have to be set in the context of the class, the year group and the whole academy.

How we work together

At HMFA, everyone has a role in ensuring that pupils feel safe, valued and able to fulfil their potential.

1. Pupils should:-

- demonstrate sensitivity to the needs of others, irrespective of their differing abilities, their physical strength or characteristics, their gender, race or age,
- set a good example to others by demonstrating good behaviour, learning to resolve conflicts by peaceful means, without resorting to physical or verbal abuse, or foul language,
- show good manners and respect for all people in school and consideration for others when moving around,
- show respect for other people, their work and property,
- work productively, without wasting time, and acknowledge through their behaviour the right of each individual to do the same.

2. Parents should:-

- collaborate actively with the academy, so that children receive consistent messages about how to behave at home and at school,
- read and support the academy rules as explained in the academy prospectus,
- support their child's learning and co-operate with academy, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the academy, using appropriate home/school communication, and we inform parents immediately if we have concerns about their child's welfare or behavior,
- support the actions of the academy if the academy has to use reasonable sanctions to punish their child. If parents have concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains they should contact the Head Teachers. If these decisions cannot resolve the problem a formal grievance or appeal process can be implemented,
- understand that any allegations made against other members of the academy will be treated seriously and investigated thoroughly.

3. Class teachers (and Cover Supervisors) will:-

- treat each child fairly and consistently and enforce the behaviour policy consistently. The teacher will treat all children in the class with respect and understanding,
- set a good example to children and other adults by behaving and working in ways that are considered desirable in children and are agreed as standards among the adults,
- will keep a record of any incidents of persistent and disruptive behaviour,
- in the first instance the class teacher deals with any incidents him/herself in the normal manner. However if misbehaviour continues, the class teacher will seek help and advice from the Senior Management Team,
- liaise with external agencies as necessary to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with an educational psychologist (via the SENCO or Pastoral and Safeguarding Manager),
- have high expectations for the children in terms of behaviour and strive to support all children in working to the best of their ability,
- will report to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour of a child,
- has primary responsibility for pastoral care. This includes:

- 1) Giving rewards and sanctions (see section entitled 'rewards and sanctions').
- 2) Watching out for children who are behaving out of character, or may be distressed or upset.
- 3) Treat any issues when they occur in a caring and sympathetic manner in the hope of achieving a positive outcome.

All relevant concerns **MUST** be discussed with a member of the Senior Management Team.

4. Support staff:-

- have a responsibility to uphold the behaviour policy,
- should ensure that children move sensibly and quietly through the academy,
- will help to ensure a calm atmosphere in the classrooms through supporting the class teacher to achieve the aims outlined in section 3.

Lunchtime Supervisors will, in addition . . .

- listen to children in a calm and supportive manner,
- report any significant incidents to the class teacher without delay,
- liaise with the Safeguarding Manager as appropriate,
- support children in playing purposefully and co-operatively by setting up games and supervising the use of playground equipment.
- Follow the procedures in the Lunchtime Supervisor policy.

5. The Head Teachers will:-

- implement the academy behaviour policy consistently throughout the academy, and report to governors when requested, on the effectiveness of the policy,
- support staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy,
- give fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour the Head Teachers may permanently exclude a child.

6. The Governors:-

- have responsibility for setting down the general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Head Teachers in adhering to these guidelines.
- may give advice to the Head Teachers about particular disciplinary issues. The Head Teachers will take this into account when making decisions about matters of behaviour.

A record of all reported serious incidents or misbehaviour will be kept by the Safeguarding Manager

Encouraging Good Behaviour

At HMFA we encourage and reward good behaviour in the following ways:

Encouraging Good Behaviour

- We have high expectations of behaviour around the academy,
- We are kind, fair and consistent in our expectations of and responses to children,
- We develop the children's moral and spiritual education in assemblies based on weekly values themes and SEAL education,
- Teaching is well planned and interesting, providing children with challenging but achievable tasks.

Good behaviour is rewarded with:

- 1) Verbal praise,
- 2) Approval by other staff. Children love to go to other teachers for praise and rewards,
- 3) Approval by the Headteacher or Head of School, either through individual praise and a sticker or by requesting the Head Teachers come into the classroom for whole class praise,
- 4) Individual teacher reward systems, i.e. stars, smiley faces, badges, reward charts etc. for class, group or individual,
- 5) Encouragement for children to acknowledge/value each other's contributions and achievements through presenting and sharing work,
- 6) A weekly 'Assembly of Excellence' to celebrate good qualities of work and behaviour,
- 7) Inviting parents to regularly share individual achievements, i.e. go out to parents and say "I'm so pleased with . . ." etc.

Sanctions

When a consequence is necessary as a result of inappropriate behaviour, in order to use sanctions effectively . . .

- Any action should be taken calmly rather than in anger.
- Private reprimands are often more effective than public ones (though care must be taken to ensure that the child is not finding the individual attention rewarding rather than sanctioning).
- All sanctions should be applied fairly and consistently.
- Sanctions should focus on the behaviour not the child.
- If possible, a reprimand should include a message about what the child should do in future.
- Sanctions are generally more effective if they are given immediately after the misdemeanour (though for older children the anticipation of a deferred punishment can be effective).
- The nature of the sanction should reflect the severity of the behaviour in question.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of themselves or others, the teacher will stop the activity and take appropriate action.
- Unacceptable behaviour may result in the child being seen by a member of the Senior Management Team and/or bring about the withdrawal of playtime or lunchtime privileges.
- If, for exceptional reasons, a child is sent out of lessons they should be required to do some kind of work:
 - a) Referral back to the teacher for suitable curriculum activity to complete under supervision.
 - b) Instigate a 'time out' procedure only in extreme cases. **On no account** must a child be left unsupervised.

- Whenever possible, when a child has received a sanction, the teacher should endeavour to be as positive as possible. The adult should offer advice and suggestions about ways to solve a problem or to behave properly in future.

Sanctions applied throughout the school

Nursery and Reception
1 – Verbal warning 2 – Move away from situation 3 – Loss of desired activity 4 – Inform parents/Senior Management Team
Using 'It's Good to be Green'
1 – Verbal warning given to child 2 – Amber card – Behaviour is recorded in behaviour book 3 – Red card – An appropriate consequence is given such as: <ul style="list-style-type: none">• Move away from the situation• Miss part of their playtime
4 – See a member of the SMT and child's parents informed

See also policy for Exclusions

Restraint of children

All members of staff at HMFA are authorised to use restraint where appropriate. This would only ever be used as a last resort. All staff are positively encouraged to use de-escalation techniques first. If a situation cannot be resolved or things change and the situation allows, staff should ALWAYS call a senior member of staff for assistance before resorting to restraint. (see appendix) Remember, whatever course of action you take, ensure that it does not put a child or children at risk or yourself or another member of staff in a vulnerable position.

Please see the Safeguarding Manager for details of staff who have completed the one day Positive Approached to Challenging Behaviour training. These include; teachers, TAs and lunchtime staff.

APPENDIX 1

ACADEMY ORGANISATIONAL RULES

1. Children must walk around school in a quiet and orderly way.
2. They should talk quietly inside the school.
3. They should respect and take care of the building and its equipment.
4. They should respect the rights and property of others.
5. For safety's sake the children and their parents are asked to use the correct entrances into and out of school.
6. For health and practical reasons, staff will be requested to sensitively discourage unsuitable food and drinks.
7. Toys should only be brought into school with the teachers permission.
8. Again, in the interests of safety, children will be discouraged from wearing jewellery. The danger of wearing earrings, necklaces, watches etc. when swimming or doing PE is obvious.
9. PE - children must change into a PE Kit (navy shorts, white T-shirt and trainers). During the winter, children may wear tracksuits for outdoor PE/Games.

APPENDIX 2

RULES IN THE CLASSROOM

1. Children should at all times show respect for other people and their property. This includes the avoidance of behaviour which is anti-social and will affect the learning of others.
2. Children should be encouraged to listen to the views of others - they should be discouraged from shouting out and interrupting discussions.
3. Children should arrive punctually for lessons and should expect to start work straight away. They should not leave the classroom without permission.
4. Children should be made aware of the need to use equipment safely and appropriately, e.g. they should know that food and drink near computers is not permitted.
5. Sensible and polite behaviour should always receive praise.

Each class teacher will have his or her own specific rules, which should be positively phrased and regularly negotiated with the children. These will include the teacher's own system of rewards and sanctions.

APPENDIX 3

RULES IN THE PLAYGROUND

1. Children are allowed on the grassed areas at the discretion of the staff on duty who will make appropriate arrangements to delineate the boundaries.
2. Children should use the benches sensibly. Standing, jumping off etc. is not allowed.
3. Children should not be in the academy building unsupervised.
4. Children are not permitted to climb fences or play in inappropriate areas, e.g. behind sheds or around the bins.
5. Fighting and 'play fighting' is strictly forbidden as are any games, which appear to be potentially dangerous.
6. At all times, children should show respect for others and for the school environment.

APPENDIX 4

Senior members of staff

The senior members of staff for each school in the federation are the Headteacher, Heads of School and the Safeguarding Manager for the federation.