



Behaviour for Learning Policy

Aims and expectations

The Arches is a Nurturing Network School that recognises that all behaviours are a form of communication. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well ensuring equality for all, including all nine of the equality strands defined as protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. **No forms of any bullying will be tolerated.**

The school has several school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

- ❖ The school expects every member of the school community to behave in a considerate way towards others.
- ❖ This behaviour policy is applied in a trauma informed, child centred way, recognising stage not age. Every child is considered as an individual.
- ❖ This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- ❖ The school celebrates positive behaviours, 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.
- ❖ Restorative approaches are employed to assist with conflict resolution.

Broad Guidelines

When in the school building or out on school trips staff will:

- ❖ Ensure that all inappropriate behaviours including inappropriate use of language are challenged appropriately, this includes, but is not limited to: derogatory language related to the protected characteristics contained in the 2010 Equality Act (racist, sexist, homophobic, biphobic, transphobic).
- ❖ Ensure that appropriate behaviours are praised specifically so that children know what it is that they have done well.
- ❖ Ensure the Golden Rules are displayed in each Classroom and referred to as part of everyday practice with a focus on appropriate behaviours rather than those that are inappropriate.
- ❖ Remind children of the importance of keeping the golden rules through all areas of learning including: assemblies, lessons and conversations.
- ❖ Encourage children to behave well through use of the school's reward systems.

Rewards

We praise and reward children for positive behaviours in a variety of ways:

- **Class team's praise children (proximity praise)**
- **Teacher's immediately award children using whole school house points system, taking into account age, stage and trauma informed practice.**
- **All classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.**
- **Certificates are awarded in Friday celebration assemblies where children have stood out positively for a particular reason. This includes a 'Scientist of the week' award.**
- **House Points: All children are allocated a school house (Tennyson, Wordsworth, Griffin and Byron) and can earn points for their house. At the end of each week, two children from each class from the winning house are invited to have a hot chocolate/juice with a member of SLT. The overall house winners at the end of each half term are treated to a special prize!**

The school acknowledges all the efforts and achievements of children, both in and out of school.

Support Strategies

The school employs a number of strategies to ensure a safe and positive learning environment. We apply each strategy appropriately to each individual situation, age and stage of development also taking trauma informed practice into account.

Where the desired behaviour is not being displayed staff will use some or all of the following strategies:

- Use de-escalation techniques using verbal and non-verbal communication.
- Use a child-centred, graded and gradual response so that staff can select the appropriate interventions to reduce anxiety and help to calm situations before, at an appropriate time discussing actions and better future choices.
- Partake in a child centred approach where all staff will liaise with each other to see if current practice needs adapting to meet the needs of an individual pupil; they will then carry out the recommendations given. Parents will be informed and opinions sought at regular intervals as appropriate and progress will be reviewed regularly.
- Use of positive handling will only be used as a final resort, where the health and safety of any pupil or member of staff, or the physical fabric of the building or resources are compromised. Only staff holding an up to date Team Teach qualification will participate and all incidents will be recorded in the bound and numbered book in the Headteacher's office. Such incidents are reported to the Governing Body termly.

A Graded response

Systems of graded consequences are displayed in a prominent place in every classroom. These are agreed with the children within the first week of term.

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child is disruptive in class, the class team needs to consider what the child is trying to communicate, before reminding him or her of the expectations. We do not shame. If a child misbehaves repeatedly, we may ask the child to move away from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. As part of an action plan to manage their own behaviour some children are encouraged to take 'time out' by choice, before behaviours escalate. This is not a consequence but a de-escalation strategy.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher may stop the activity and it may be necessary to remove the class not the child, so that the dysregulated child can be appropriately supported.

If a child presents with unacceptable behaviour towards another pupil, the class teacher records the incident and the child receives an age/stage/ trauma informed appropriate consequence. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to implementing a trauma informed behaviour plan. The child may then be referred to the Wellbeing Team to look at further support. All incidents are recorded on CPOMS.

Unacceptable behaviour includes: (this list is not exhaustive) physical violence, bullying, swearing, spitting, refusing to follow instructions, answering back, throwing equipment or own possessions, fighting and leaving the school grounds without permission, inappropriate touching, inappropriate use of social media, use of offensive language or images against any of the nine of the equality strands defined as protected characteristics, peer on peer abuse and inappropriate use of social media.

Depending on the nature and the severity of the unacceptable behaviour parents will be contacted immediately. In a fixed term exclusion may be given depending upon the severity of the incident and the age/stage and circumstances of the child.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Racist and any forms of bullying (discussed previously) are reported to Governors termly in the Headteacher's report.

Bullying is: deliberate, on-going, systematic hostility and aggression towards a victim, a victim who is weaker or less powerful than the bully or the bullies and an outcome that is always painful and distressing for the victim. We use 'STOP - Several, Times, On, Purpose' as an acronym to remind children what bullying is.

Bullying can be: physical, verbal, emotional, racist, homophobic, biphobic, transphobic or gender specific. This will not be tolerated. All forms of bullying will be dealt with equally and stringently.

Sensory Breaks

The Quiet Place can be used for de-escalation purposes, time out, for children to reflect on their own behaviour and for children to self-regulate. Children may choose to use this room of their own accord as they become more in tune with their own feelings and emotions or they may be directed there by an adult. The secret garden and fish tanks may also be used for this type of 'sensory break'. These areas are not used as a consequence, but a safe space to regulate.

The entrance to The Quiet Place is monitored by CCTV for adults and childrens' protection.

The role of the class teacher

It is the responsibility of the class teacher to ensure that: all children are safe at all times, the school rules are followed in their class and that their class behaves in a responsible manner during lesson time. Emphasis is placed upon the children being responsible for their own behaviour and making positive choices.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and implements the classroom code consistently and calmly. The teacher treats all children in their class with **respect and understanding** in line with the nurture principles.

If a child misbehaves repeatedly in class, in the first instance, the class teacher deals with incidents him/herself in the normal manner following the consequence hierarchy. However, if misbehaviour continues, the class teacher seeks help and advice following the scheme of delegation.

The class teacher reports 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 or welfare of a child.

Behaviour deemed to reflect Special Needs

Where behaviour consistently fails to respond to quality first teaching and is not managed by the strategies outlined in this document, it is the responsibility of the class teacher, in conjunction with the HOEP/SENCO, to draw up an individual support plan. Parents and children are involved in the intervention process.

Where targets are not met, and the child consistently fails to reach the standards of behaviour expected, The HOEP/SENCO may request the involvement of outside agencies. This is in accordance with the Graduated Response Policy of CWAC and complies with the SEND code of practice.

The role of the Headteacher

It is the responsibility of the Headteacher, 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 Headteacher to ensure the health, safety and welfare of all children in the school.

The 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 Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher 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 Headteacher may permanently exclude a child. Both these actions are only taken after the Chair of Governors has been notified. Before/when the child returns to school the parents/carers will be invited into school to discuss, agree and sign a 'Parental Agreement Document' that reflects this (behaviour) policy and the Home School Agreement.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school, to be set out in the home-school agreement. We build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions within school for inappropriate behaviours, 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. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, the complaints procedure should be followed.

The role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour for learning policy, but Governors may give advice to the Headteacher about particular disciplinary issues, such as fixed term exclusions.

Fixed-term and permanent exclusions

Exclusions will be used in extreme cases taking into account the age, needs of the child and family circumstances.

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this and the parents have been informed that this may become the case.

If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body.

The school informs the parents how to make any such appeal. The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions.

If the Headteacher is absent for a period of more than 8 weeks the Deputy Head Teacher assumes the powers of the Headteacher as listed.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. However, the Governing Body has a disciplinary committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

In School Exclusions

Where an exclusion is not appropriate (ie may put the child at risk or could impact on the community) an in school exclusion may be given. This involves the child working under the supervision of a member of staff. This is done in consultation with the parents and recorded in writing. Copies kept on file and sent to parents. These are followed up, as with a normal exclusion, with a reintegration meeting and an action plan being put in place.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. He/she also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

All incidents are reported on CPOMS. In addition to CPOMS: Any Physical intervention is recorded in the bound and numbered book. Racist/LGBTIQ incidents recorded on specific forms.

The Headteacher and LA keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

Review

The Governing Body reviews this policy annually. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.