

Lavington Park Federation

Behaviour Policy



The Lavington Park Federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Prepared by

Helen Martin (Head Teacher)
Lucy Whiffin (Deputy Head Teacher)
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Signatures

Awaiting approval by

Teaching & Learning Committee (expected March 2018)

Next Review

January 2019

In this policy, we will explain the policy of the Federation to support positive behaviour in schools, as agreed by the staff and Governors of our schools. We will also explain how we provide consequence of behaviour across our schools. Finally, we will provide links and documents from the Department of Education which lead our policy on Behaviour Management and Exclusions. Our Anti-Bullying policy also links to this policy, as we expect all children to treat each other with kindness and respect, and bullying will not be tolerated.

Part 1: Our Behaviour Ethos

Supporting the positive behaviour of every child in our schools lies at the heart of this policy. Our Christian values underpin our behaviour management methods and discussions.

Our Christian values are:

Kindness
Respect
Hope
Responsibility
Friendship

Our Learning Values also play a vital role in supporting children in knowing that they have a role in the development of their learning and the behaviour that leads to excellent learning.

Our learning values are:

confidence
collaboration
communication
creativity
curiosity
craftsmanship
commitment

We believe that confidence lies at the heart of all children's needs in school. We are committed to ensure that the following systems are always used by all staff with all children at all times.

It is the responsibility of all adults to implement the school behaviour policy consistently throughout the school.

1. Listen to both sides of any situation, making sure that children know that they have a voice. When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon information until all areas of the investigation have been explored.
2. Talk in a calm and firm manner and make sure that children know they are being listened to; in return we expect them to listen to our thoughts and reasoning behind the situation. Give them time to respond to the discussion.

3. Reflect on their behaviour and have time to do this and know when and why their choices that they have made are inappropriate and hurtful to others. Children will be asked to sit on the thinking chair or similar in class, to enable this to happen.
4. We will not accept swearing or upsetting derogatory language - but understand that children can experiment with words they hear, and need support through calm discussion to understand that these are not appropriate. If physical aggression has taken place towards peers or staff, then a consequence will always be sought, but with the same manner to deal with the situation.
5. We will include parents in these discussions if they become prolonged or if a pattern of inappropriate choices emerges. It is important the child's view is explained to the parent, so these discussions must have taken place.
6. Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention. All staff will use this culture of respect and model this positively to children.
7. Following discussions, it may be appropriate for a consequence to be put in place. It must be explained to the child why this will be taking place. This may be missing a playtime, writing an apology letter, missing an after school club. We will always discuss a consequence with another member of staff.
8. Allow enough time the next day to come back to the child and see if your support for their behaviour has helped and that they feel confident to deal with the next situation differently.

Part 2: Our Consequences of Poor Behaviour

Graffham CE Infant School

Behaviour Consequence Document

At Graffham C of E Infant School we teach our pupils to show **kindness** to everyone in line with our Christian ethos. Children are praised for showing **kindness** to others day to day. As a school we use a range of positive behaviour management strategies. We have a child centred approach to behaviour management that ensures children feel listened to and feel situations are dealt with in a firm and fair manner. Please read our behaviour policy alongside this document.

If children are **not showing kindness** to others at school the consequence stages will be used to support children to make better choices about their behaviour. If a child's behaviour does not improve after the initial consequence then the next consequence is used. We feel it is important that children know the consequences for their actions, as this is an important part of making 'good choices' about our behaviour.

Consequence stages

1	The child is spoken to about their behaviour. This is the warning stage.
2	The child is put into 'time out' for 5 minutes to think about their behaviour.
3	The child misses 5 minutes of playtime and sits to watch.
4	The child is put in the other classroom for 10 minutes 'time out'. Class teachers will speak to parents about behaviour at the end of the day.
5	The child is taken to Mrs Martin or Mrs Whiffin and parents will be phoned to discuss the behaviour.

A child who **physically hurts** another child will go straight to consequence 3 and miss 5 minutes of playtime, and parents will always be spoken to. **Please be assured conversations about behaviour are confidential between the school and parents.**

Dunston CE Junior School

Behaviour Consequence Document

At Dunston C of E Junior School we teach our pupils to show **respect and kindness** to everyone in line with our Christian values. Children are praised for showing **respect and kindness** to others day to day. As a school we use a range of positive behaviour management strategies. We have a child centred approach to behaviour management that ensures children feel listened to and feel situations are dealt with in a firm and fair manner. Please read our behaviour policy alongside this document.

If children are **not showing respect and kindness** to others at school the consequence stages will be used to support children to make better choices about their behaviour. If a child's behaviour does not improve after the initial consequence then the next stage is used. We feel it is important that children know the consequences of their behaviour, as this is an important part of making 'good choices'.

At Dunston the consequences are linked to Golden Time, a free choice reward time at the end of the week. Children can earn up to 6 minutes Golden Time every day. If they show **respect and kindness** at all times to each other and to adults they will earn 30 minutes Golden Time over the whole week - **6 minutes each day for 5 days will be 30 minutes in total by Friday**. If they are **not showing respect and kindness** then they could lose up to 6 minutes a day from Golden Time and therefore not get the whole 30 minutes on a Friday.

Consequence Stages

1	Child's name is written on the board	This shows the child they are being warned about their behaviour
2	A dot is put next to child's name	The child will be lose 6 minutes of Golden Time on Friday.
3	A second dot is put next to child's name	The child will be sent to another classroom and teacher . Parents will be spoken to about behaviour.
4	A third dot is put next to the child's name	The child will be sent to Mrs Martin, Mrs Whiffin or Ms Bassett . One of these adults will speak to parents about behaviour. The child may spend time in the Headteacher's office.

If behaviour involves any **physical hurting** then a child will go straight to **2 and 3** on the list. **Please be assured conversations about behaviour are confidential between the school and parents. We will not discuss behaviour or support of a child with any other parent apart from their own.**

Children who need regular support with their behaviour may need different consequences and these will be discussed with their parents if and when needed. We do have various agencies that we call upon. Our SENDco may ask for support from the Early Help team to access these services. They include –

- School nurse
- Family support worker team
- Behaviour support services
- Fair Access Team (Exclusion Support)
- CAHMS

Part 3: Additional Advice on Behaviour

Our Behaviour Policy has been written through discussions with children, parents, staff and Governors; it uses this Government document to guide our policy making at Graffham and Duncton Schools.

Behaviour and Discipline in Schools: a Guide for Headteachers and School Staff
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_A_guide_for_headteachers_and_School_Staff.pdf

Exclusions (source <https://www.gov.uk/school-discipline-exclusions/exclusions>)

Types of exclusion

There are 2 kinds of exclusion - fixed period (suspended) and permanent (expelled).

Fixed period exclusion

A fixed period exclusion is where a child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school.

If a child has been excluded for a fixed period, schools should set and mark work for the first 5 school days.

If the exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, eg at a pupil referral unit.

Permanent exclusion

Permanent exclusion means a child is expelled. The local council must arrange full-time education from the sixth school day.

Alternative education and exclusion

The school or local council must tell the parent about any alternative education they arrange. It's the parent's responsibility to make sure the child attends.

Making a complaint

If alternative education isn't arranged within 5 days, or if a parent is not happy with the education, they can complain to:

- [the school](#), for fixed period exclusions
- [the local council](#), for permanent exclusions.

If the parent is not happy with the response, they can [complain to the Department for Education \(DfE\)](#).

The parent needs to show that they followed the school or council's complaints procedure, which can be found on the school website.

At Lavington Park Federation we use the DfE document below to support all decisions regarding Exclusion:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf