

Tas Valley Church Schools Federation

Behaviour Policy



Formally adopted by the Governing Board of:-	Tas Valley Federation
On:-	
Chair of Governors:-	Diane Perry-Yates
Last updated:-	

Behaviour Policy

Name of school:	Tas Valley Church Schools Federation
Date of Policy:	January 2024
Review of Policy:	Summer 2026
Members of staff Responsible:	Senior Leadership Team

1 Policy Rationale and Aims

- 1.1 Taking inspiration from John 10:10, our vision is to support our pupils in 'living life to the full' by opening them up to a world of opportunities and nurturing a love of learning so that they will be inspired to fulfil their true potentials, both now and in the future.
- 1.2 It is a primary aim of our Federation that every member of the school communities will feel valued and respected, and that each person is treated fairly in a happy, safe and secure environment. We are a caring community, whose values are built on mutual trust and respect for all (See Appendix A).
- 1.3 This policy is a means of promoting good relationships, so that our school community can work together, in an effective and considerate way, with the common purpose of helping everyone to learn.
- 1.4 It is an expectation that all members of the Federation community will communicate with each other politely and treat one another with respect.
- 1.5 As a Federation, we treat all children fairly and aim to provide a supportive learning environment through the implementation of a consistent approach to behaviour management.
- 1.6 We encourage our pupils to develop the skills of emotional regulation, self-discipline, behaviour management, and conflict resolution to become positive, responsible, reflective, empathic and independent members of our school community.
- 1.7 Our schools celebrate and recognise good behaviour in the belief that this will contribute to an ethos of kindness and cooperation. This policy is designed to promote good behaviour.

2 Rewards and Sanctions

- 2.1 We will promote positive behaviour through the following whole-school strategies:
 - Use of positive discipline, e.g. giving praise to those who exhibit the desired behaviours, or use of non-verbal signals (e.g. thumbs up);
 - Working closely with parents/carers;
 - PSHE curriculum;
 - Daily Collective Worship;
 - A consistent list of school rules within the Federation (see Appendix B);
 - Involving the children in creating 'Classroom Charters' (or rules) at the start of the academic year so there is collective ownership and understanding around the school rules;

- A restorative and solution-focused approach to resolving disputes between children through negotiation and compromise;
- Friday Collective Worship to celebrate achievement, including 'Living Life to the Full' Certificates and Certificates for Behaviour for Learning (certificate winners will be published in Friday bulletins);
- Children visit the Executive Headteacher, Head of School or other appropriate staff member to share and celebrate exceptional effort or achievement: New 'Good Job postcards' used to communicate with parents/carers.

2.3 Class, group and individual strategies MAY include:

- Praise;
- Stickers;
- Certificates;
- Team Points or House Points;
- Class rewards (e.g. working collaboratively to earn whole-class rewards);
- Reward systems for individuals within the classroom;
- Individual reward charts;
- Individual behaviour plans or risk assessments;
- Using agreed scripts;
- Visit to Executive Headteacher/Senior Staff;
- Communication with parents (face-to-face, text, email or phone).

2.4 The Federation aims to provide a safe and positive learning environment for all pupils. In the event of challenging behaviour, we employ a range of strategies, as appropriate to each individual situation (Appendix B).

2.5 The School Rules and Classroom Charter are clearly displayed in each classroom. School staff will discuss any incidents of challenging behaviour with reference to these agreed rules.

2.6 We do not tolerate bullying of any kind. If it is suspected that an act of bullying or intimidation has taken place, the school will act immediately to resolve the situation and provide appropriate support to all parties. All children should attend school free from fear. Pupils are educated with regard to anti-bullying as part of our PSHE curriculum.

3 The Role of Staff

3.1 It is the responsibility of all staff to maintain a positive approach to behaviour management. Our staff also have the right to feel valued and respected, to be supported by other staff, parents/carers and Governors.

3.2 Our staff treat all children fairly, with respect and understanding; they are consistent in their approach to behaviour management.

3.3 School staff will discuss any incidents of challenging or disruptive behaviour with reference to the School Rules and Classroom Charter. Using their professional judgement, staff will seek to resolve any incidents promptly using a range of strategies outlined above and in Appendix B.

3.4 If this behaviour continues, the class teacher will liaise with members of the Senior Leadership Team as appropriate. The child may benefit from a short period of time away

from the situation, and to begin a restorative discussion with a member of the Senior Leadership Team. A successful outcome is more likely when a restorative discussion has taken place between the child and the adult who has issued the sanction.

- 3.5 All incidents of concern will be logged using the agreed format (the CPOMS online recording systems for which all staff have an individual password). Staff should record details of the incident, any actions taken, and share with the relevant staff.
- 3.6 If a pattern of concerning behaviour emerges, it may be appropriate to direct additional support to the child, either within school or through referral to an external agency.
- 3.7 Depending upon the individual circumstances of the incident, it may be necessary for staff to contact parents/carers if there are concerns about their child's behaviour or welfare.

4 The Role of the Executive Headteacher

- 4.1 It is the responsibility of the Executive Headteacher to ensure that this policy is implemented consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2 The Executive Headteacher has responsibility for giving fixed-term suspensions to individual children for serious incidents of negative behaviour. For repeated or very serious acts of negative behaviour, the Executive Headteacher may permanently exclude a child. The Head will liaise with the Chair of Governors if a permanent exclusion is likely. Exclusions and suspensions are only used as a last resort.

5 The Role of Parents/ Carers

- 5.1 Parents/carers have the right to feel valued and respected, to be welcomed into our schools, and to be shown courtesy and cooperation.
- 5.2 The Federation collaborates actively with parents/carers so that children receive consistent messages about expectations of behaviour.
- 5.3 We expect parents/carers to support their child's learning and cooperate with the school, as set out in the home-school agreement. This document is shared with all parents/ carers of new children from Reception through to Year 6. We aim to build a supportive dialogue between home and school, and to proactively support parents/carers if we have any concerns about their child's welfare or behaviour.
- 5.4 The Federation expects parents/carers to support any actions taken by the schools with regard to behaviour management. If parents/carers have any concerns about the way their child has been treated, they should initially contact the class teacher. If these discussions cannot resolve the problem, they should follow the steps outlined in the Complaints Procedure.

6 The Role of Pupils

- 6.1 Our Federation seeks to establish a learning environment where pupils work to the best of their abilities in all school activities. Children are encouraged to contribute ideas and

opinions in a positive and considerate way. We teach all pupils to be cooperative and considerate, and to share and care for each other, as well as for personal property and school equipment.

7 The Role of Governors

7.1 The Governing Board has responsibility for approving the expected standards of discipline and behaviour and for reviewing their effectiveness.

7.2 With the support of the Governing Board, the Executive Headteacher has the day-to-day authority to implement the Federation's policy on behaviour and discipline.

8 What items are banned in school?

8.1 Prohibited items are defined in the Education Act 1996 and the Schools Regulation 2012 as:

- Knives or weapons, alcohol, illegal drugs and stolen items;
- Tobacco and cigarette papers, e-cigarettes, fireworks and pornographic images;
- Any articles that the member of staff reasonably suspect has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property.

8.2 If banned items are brought into our schools, be that intentionally or unintentionally, the Executive Headteacher will contact parents immediately and request a meeting. The seriousness of the incident may result in a suspension and the consequences will be determined by the available evidence.

9 What happens if a child makes malicious allegations against school staff or other children?

9.1 If such an incident was to occur, the Executive Headteacher will contact parents immediately requesting a meeting. The seriousness of the incident may result in a suspension. The matter will be referred to the police if there are grounds for believing a criminal offence may have been committed.

10 The Use of Force to Control and Restrain Pupils

10.1 The guidance issued by the Department for Education, 'Use of reasonable force' (July 2015), gives clear advice on the definition of reasonable force and how schools should apply the guidance.

10.2 In the event that staff may be required to use 'Step On' or 'Step Up' training, this will be explained to parents/carers and clearly demonstrated.

10.3 Using the appropriate school form, staff should record any incidents where the use of 'reasonable force' has been applied (Step On Incident). The report should include:

- name(s) of the pupil(s) involved;
- name(s) of any other staff or pupils who witnessed the incident;
- the reason why force was necessary;
- how the incident began and progressed including details of the pupils behaviour, what was said by each of the parties, steps taken to defuse the situation, the degree of force used, how it was applied and for how long;
- the pupil's response and outcome of the incident;

- details of any injury suffered by the pupil, another pupil or member of staff and any damage to property.

11 Confiscation

- 11.1 Confiscation of items from pupils will occur where such a sanction is a reasonable and proportionate response to a situation.
- 11.2 Items of value or nuisance may be confiscated by staff and will be stored in a safe place until they can be returned, either to the child or to a parent/carer, at home time.

12 Fixed-term Suspensions and Permanent Exclusions

- 12.1 We do not wish to suspend or exclude any child from school, but sometimes this may be necessary as a last resort. The school adheres to the statutory guidance: 'Suspension and Permanent Exclusion from Maintained Schools, Academies and PRUs in England, including pupil movement' (January 2022).
- 12.2 Only the Executive Headteacher has the power to suspend a child from school. The Executive Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year (for this purpose a lunch time suspension counts as a half-day). In extreme and exceptional circumstances, the Executive Headteacher may exclude a child permanently. It is also possible for the Executive Headteacher to convert a fixed-term suspension into a permanent exclusion, if circumstances warrant this.
- 12.3 If the Executive Headteacher suspends a child, parents/carers are informed immediately, giving clear reasons for the suspension. At the same time, the Executive Headteacher will advise them that they can, if they wish, make representations about the suspension to the governing board.
- 12.4 The Executive Headteacher informs the LA and governing board about any fixed-term suspensions and permanent exclusions.
- 12.5 In the event of a permanent exclusion, the Governing Board will form a Discipline Committee, made up of three members. This committee will consider any permanent exclusion on behalf of the governors.
- 12.6 If this Committee decides that a child should be reinstated, the Executive Headteacher must comply with this ruling.
- 12.7 Where the Committee has upheld a permanent exclusion, parents/ carers may appeal this decision within 15 school days, after the day on which they were given written notice of the decision.
- 12.8 The Local Authority then establish an Appeals Panel to review the case and consider the appeal.

13 Associated Policies

- 13.1 This policy should be read in conjunction with the following school policies and procedures:

- Staff Code of Conduct
- Parent Code of Conduct
- Drug Education Policy
- Educational Visits Policy
- Suspension and Exclusion Policy
- Home School Agreement
- Safeguarding and Child Protection Policy
- Marking, Feedback and Assessment Policy
- RSHE Policy
- SMSC Policy
- Special Educational Needs and Disability Information Report
- Anti-Bullying Policy
- Computing and E-Safety Policy
- Grievance Procedure
- Complaints Procedure

14 Monitoring and Review

- 14.1 The governing body reviews this policy every three years. Governors may, however, review the policy earlier if the government introduces new regulations, or recommendations are received on how the policy might be improved.

APPENDIX A

Living Life to the Full

Taking inspiration from John 10:10, our vision is to support our pupils in 'living life to the full' by opening them up to a world of opportunities and nurturing a love of learning so that they will be inspired to fulfil their true potentials, both now and in the future.

This means that:

- We will offer a welcoming and inclusive church school community, where every individual feels valued and respectful relationships are promoted through our 3 school rules: be kind and respectful; be safe; be the best you can be;
- We will provide a rich, creative and inspiring curriculum, which promotes high academic standards and encourages individuals to ask and answer questions;
- We value our connection to our environment and promote an ethos of stewardship;
- We will uphold Christian values and take a responsive approach to meeting children's needs so that every individual will develop empathy and understanding for others and value opportunities for personal reflection and spiritual growth;
- We will ensure that children have a strong identity within their local, national and global communities, and that they understand the power of learning and working collaboratively.



APPENDIX B

Promoting Positive Behaviour

At times, all children will experience uncomfortable situations, and these feelings can lead to negative behaviour.

All children are taught problem solving strategies which can be used to manage uncomfortable feelings. The Zones of Regulation Approach may be used to assist in the development of emotional literacy.

This approach, which is modelled by adults within the school, will help children to adopt a solution-focused approach to achieving a resolution. Some children may need additional time to calm down away from the situation before a resolution can occur.

The 'Whole-Brain Approach' from 'No-Drama Discipline' (Siegel & Bryson) may be used to strengthen healthy brain development while supporting pupils to understand and regulate their emotions. In this context, the word discipline means 'to teach'. Supporting pupils with calm, caring connection activates a child's reflective, regulating circuitry, strengthening and developing the upstairs brain (middle prefrontal cortex) to create emotional stability, resilience, insight, empathy and repair. This will increase a child's capacity to regulate their emotions and make good choices.

Main Strategy:

- **Connect**
- **Then Redirect** – see Annex D (Reflection Sheet: Recall, Insight, Empathy, Repair)

Other strategies:

- Name it to tame it – help a child to tell the story of what's upsetting them
- Let the clouds of emotion roll by – remind children that feelings come and go
- SIFT – help children pay attention to the Sensations, Images, Feelings and Thoughts within them

Sanctions

The School Rules should be clearly displayed in every class:

- Be kind and respectful;
- Be safe;
- Be the best you can be.

A Class Charter (rules) should also be clearly displayed. The children should clearly understand the expectations of behaviour.

It is sometimes necessary to provide children with space away from a situation to calm down and think. A sand timer may be used as a visual signal. The child is likely to require support from an adult to reflect on what has happened and to make a plan for how to resolve the situation.

If a child makes an inappropriate choice, they will be given a polite verbal reminder. If appropriate, problem-solving language and strategies may be used.

If this behaviour continues, the following system will be used:

STEP 1
GIVE A
WARNING

STEP 2
GIVE
CLOSED CHOICES

STEP 3
WORKING IN
A DIFFERENT
ENVIRONMENT

What might these steps look like in the classroom?

STEP 1
Warnings might be for low level behaviour, calling out, not starting work when prompted and be consistent regardless of child involved.
Only give children one warning before moving on to step 2.

STEP 2
If behaviour continues after a warning has been given, two closed choices might include 'You can complete the work here or complete the work in another space, not completing the work is not a choice.' for example.

STEP 3
Children need to move to another environment if they have failed to follow steps 1 and 2. They are to be sent with their work to this new room and a text message sent home to inform parents this has happened as a result of behaviour. Completing a reflection sheet with the child might also be beneficial at this stage.

If there is a refusal to follow these steps, then follow on to step 4 where SLT need to be informed/involved and parents contacted.

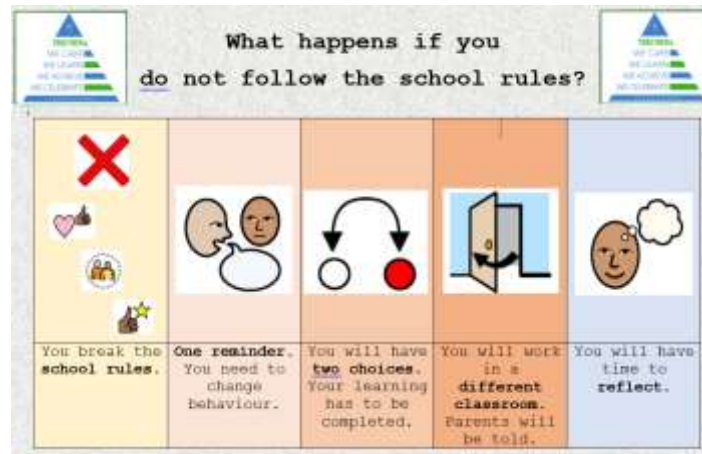
STEP 4
Refusal leading to class being removed

STAND ALONE, SERIOUS INCIDENTS

STEP 4
If the child in question refuses to work in a different environment, the rest of the class need to be removed and the incident logged as harm to learning via CPOMs.
The following steps need to be taken if this happens:
- SLT informed or involved depending on who is on site.
- An adult made available to monitor child
(If SLT are not on site or available, support staff to vacate with class and class teacher to deal with incident.)
- If another room (hall/Hive) or outdoor space (weather dependent) is available, class to use this space, if unavailable, class to join another class in their room until a space can be made available.
-Child's parents made aware that this has taken place- face to face meeting might be appropriate depending on nature of incident.
-Reflection sheet to be completed by the child with an adult in school.

In the case of a stand-alone, serious incident where a child has been seriously harmed, or a child has been or done something extremely unsafe, all of our normal steps would be bypassed. We need to ensure we have gathered all the facts before making a judgement of consequence. Whilst everyone needs to be involved in gathering the facts, SLT will then speak to parents and child. Consequences might involve internal suspensions, formal suspensions and conversations between school and parents will potentially be ongoing.

Staff will display a visual aide of the above steps (see below). This will also be attached to the staff member’s lanyard.



Any behaviour issues occurring within a session should be resolved promptly so that the pupil can move forward positively in the subsequent sessions.

A restorative discussion may need to take place in playtime to ensure that the staff member and child have appropriate space and time to resolve the situation and plan a way forward.

It is important to provide an opportunity to reflect and quickly agree a plan to resolve the situation. A Reflection Sheet may be used as a prompt for discussion with the teacher. This is a useful basis for any discussion with the child. The teacher should retain any completed sheets (see Appendix D) and upload to CPOMS.

Individual Behaviour Plans

A small number of children have specific behavioural needs. If appropriate, an individual behaviour plan and/or risk assessment will be created. This will be designed around the individual child’s needs and interests, and in discussion with parents/carers. The plan will continue until the child can be reintegrated into the main Behaviour Policy of the school.

ANNEX C: Connect and Redirect

– from 'No Drama Discipline' by Siegel and Bryson

Why connect first?

- Short term benefit: It moves the child from reactivity to receptivity.
- Long term benefit: It builds a child's brain.

Connection principles

- Let go of inner thoughts based on past experiences and future fears.
- **Chase the why:** Instead of focusing only on behaviour, look for what's *behind* the actions: "Why is the child acting this way? What are they communicating?"
- **How you communicate:** What you say is important. But just as important, if not more important, is *how* you say it.

Connection Cycle (to help a child feel felt):

- **Communicate comfort:** By getting below a child's eye-level then giving an empathetic look, a heated situation can be defused.
- **Validate:** Acknowledge and accept a child's feelings and perceptions without judgement.
- **Listen:** When a child is dysregulated, just listen, looking for the meaning and emotions they are communicating
- **Reflect what you hear:** Once you have listened, reflect back what you have heard so the child knows you have heard them. That leads back to communicating comfort and the cycle repeats.

Redirect

Ask these questions

- Why did the child act this way? (What was happening internally / emotionally?)
- What lesson do I want to teach?
- How can I best teach it?

Principles

- Wait until the child is ready
- Be consistent but not rigid

See the reflection form (Annex D) for the following outcomes: recall, insight, empathy, repair

ANNEX D: REFLECTION FORM


Name:	Class:	Date:
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What happened?


Recall













How did you feel at the time?



Insight

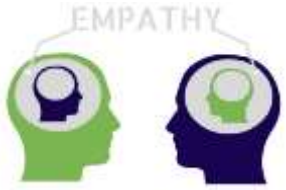


Where on your body did you feel the feeling or feelings?

 Angry	 Hurt	 Tired	 Playful	 Silly	 Sneaky	 Bore	 Sad
 Frustrated	 Impatient	 Disappointed	 Embarrassed	 Left out	 Jealous	 Nervous	 Scared

Who was affected by this?
How were they affected?

Empathy



What could you do to make things right?



sorr



What could you do differently next time to cause a better outcome?

Reflect

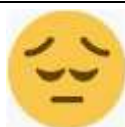


How do you feel now?

Insight



Would you like to speak to someone about this?



Regretf



Reliev



Happ



Unhear



Disappointed



Frustrated



Angry



Nervous

Forgiveness Exercise

Forgiveness is an act of self-kindness. It's not saying that a hurtful act didn't happen or that it's not important. Forgiveness frees YOU from suffering.

1. If you made a mistake, write a sentence saying sorry. (Remember that everyone makes mistakes.)

2. Write a kind sentence about yourself - or forgive yourself.

I am here for you.

3. Write a kind sentence about the other person involved - or forgive them.



Let your feelings go 😊