

# **FORT FEDERATION**

*Friendship for all, One vision, Readiness to learn and Trusting in God*

The Lord is my rock, my fortress and my protector  
2 Samuel 22:2

## ***Behaviour Policy***

***(see also Exclusions Policy)***

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5<sup>th</sup> December 2018

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Full Governing Body

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Link to Exclusions Policy

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Autumn 2019

**Signed by the Chair:**



**Date:**

5<sup>th</sup> December 2018

The policies of this Federation have been developed from our core values. In executing these policies special attention is taken to consider fairness, compassion and equality. Our belief is that we are all made in the image of God and are therefore equally valued, ensuring that these policies are for the benefit of the school and the wider community, and demonstrate the love of God through Christ.

# Behaviour policy

## Fort Federation

|                            |                     |  |
|----------------------------|---------------------|--|
| <b>Approved by:</b>        | Full Governing Body | <b>Date:</b> 5 <sup>th</sup> December 2018 |
| <b>Last reviewed on:</b>   | New Model Policy    |  |
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### 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| Type of bullying          | Definition   |
|---------------------------|--|
| Emotional                 | Being unfriendly, excluding, tormenting  |
| Physical                  | Hitting, kicking, pushing, taking another's belongings, any use of violence  |
| Racial                    | Racial taunts, graffiti, gestures  |
| Sexual                    | Explicit sexual remarks display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing  |
| Cyber-bullying            | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites  |

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

## 5. Roles and responsibilities

### 5.1 The governing board

The Full governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Full governing body will also review this behaviour policy in conjunction with the Executive Headteacher and monitor the policy's effectiveness, holding the Executive Headteacher to account for its implementation.

### 5.2 The Executive Headteacher

The Executive Headteacher is responsible for reviewing this behaviour policy in conjunction with Full governing body giving due consideration to the Federation's statement of behaviour principles (appendix 1). The Executive Headteacher will also approve this policy.

The Executive Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 2 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **6. Pupil code of conduct**

In our schools we place the highest value on human relationships. We aim for learning to take place in a safe and happy environment and we expect all members of the school community to support this. We have high expectations of behaviour and have agreed 5 whole school rules with the children which we expect them to honour. These underpin our belief that:

Every child is in school to learn and has a right to learn.  
No-one is entitled to disrupt a child's right to learn.

Every teacher is in school to teach.  
No-one is entitled to disrupt teaching.

All children will be encouraged and expected to develop self-discipline as early as possible.

Everyone has the right to enjoy periods of recreation.  
No-one is entitled to cause distress to others during playtimes.

### **Aims:**

We aim for children to:

- Behave in a responsible, sensible manner so that they and others can be safe and able to learn,
- Be self-disciplined, taking responsibility for their own actions,
- Know what is expected of them and why,
- Develop positive attitudes, to both work and play, fostered by praise and recognition,
- Tell the truth at all times and show good manners, kindness and concern for others,
- Walk quietly and sensibly around the school,
- Be tolerant and respectful of others and their belongings,
- Help to keep the whole school environment a pleasant place for everyone,
- Distinguish between minor and more serious misbehaviour and understand the range of sanctions that will follow.

### **7 Guidelines:**

To help children to achieve these aims staff will:

- Provide exemplar role models for children to follow,
- Take every opportunity to praise and reward good behaviour and acts of kindness,
- Regularly explain rules, rewards and sanctions to children to ensure their continued understanding,
- Be consistent over time and with other adults in school,
- Focus reprimand on the misbehaviour, not the child,
- Create a trusting environment where children feel able to express their anxieties,
- Liaise with parents/carers regarding changes or concerns over a child's behaviour and report these to the Executive Headteacher/SENCo.
- Ensure that serious or persistent unacceptable behaviour is recorded on an "Incident Report Form".

### **7.1 Our 5 School Rules:**

After discussions in Family Groups, the children have devised and agreed the following rules:

1. Do to others as you would have them do to you.
2. Do your best and let others do theirs.
3. Listen respectfully and do as you are asked.
4. Be kind and truthful.
5. Look after our school and everything in it.

### **7.2 Encouragement and Rewards:**

Children who show courteous, positive behaviour will receive praise and encouragement from adults through:

- Private or public praise,
- Receiving class rewards – e.g. stickers, stamps, smiley faces, certificates, etc.
- Receiving merit certificates in assembly,
- Special responsibilities,
- Informing parents/carers informally,
- Referral to other members of staff for recognition.

Rewards earned by children will not be withdrawn for subsequent poor behaviour.

### **7.3 Sanctions:**

Bad behaviour will not be tolerated and will be dealt with immediately and appropriately to the severity of the action. We have agreed the following 5-point system of actions. When the system is initiated for a child, their name is put on a class record and the numbers are added as the child moves up the system.

1. Verbal warning.
2. Time out in the classroom, in a designated area.
3. Stay in at the end of the session for a short period of time (1-4 minutes) to be silent and to reflect.
4. Send to another member of staff.
5. Call for the Executive Headteacher, Mrs. Hammett, to collect the child from class.

Children need to understand that every day is a fresh start but that adults will monitor behaviour patterns.

In addition, adults may:

- Remove privileges
- Expect the child to complete unfinished work in their own time – either at playtime or at home.

The Executive Headteacher may:

- Telephone the child's parents/carers or ask the child to do so, in the presence of the Executive Headteacher, to report/explain the behaviour.
- Send a letter home explaining the behaviour. (appendix 3)
- Involve parents formally.

- Exclude the pupil. The Executive Headteacher, or the Head of School in the absence of the Executive Headteacher, can exclude a pupil. A decision to exclude should only be taken:
  - In response to a serious breach or persistent breaches of the Federation behaviour policy, and
  - Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
 Exclusion from Maintained schools, academies and pupil referral units in England- statutory Guidance for those with legal responsibilities in relation to exclusion September 2017 will be followed in such circumstances, and parents will be fully informed of the process and of the support that may be offered.

Although we have agreed a hierarchy of sanctions, any child who behaves in a violent, physical or dangerous way will be taken directly to the Executive Headteacher and parents will be informed. A full investigation will be carried regarding the incident.

#### **7.4 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

#### **7.5 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Executive Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy and our behaviour principles for more information on responding to allegations of abuse.

The Executive Headteacher will also consider the pastoral needs of staff accused of misconduct.

### **8 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

#### **8.1 Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

### 8.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## 10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

## 11. Monitoring arrangements

This behaviour policy will be reviewed by the Executive Headteacher and full governing board every year.

At each review, the policy will be approved by the Executive Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every two years.

## 12. Links with other policies

This behaviour policy is linked to the following policies:



- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- SEND policy
- Equality Policy

### Appendix 1: written statement of behaviour principles

- Fort Federation is an inclusive Federation. All members of the School communities should feel free from discrimination of any sort. Measures to protect children are set out in the Behaviour, Anti-bullying and Equality policies.
- The School rules are clearly set out in the Behaviour Policy and displayed around School. Governors expect these rules to be consistently applied by all staff.
- Governors expect to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around School.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and staff are expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, and the needs of vulnerable children, and offering support as necessary.
- The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort. The Exclusion Policy outlines the processes involved in Fixed Term Exclusions and Permanent Exclusions.
- The Governors expect pupils and parents to cooperate to maintain an orderly environment for learning.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the School's staff will not be tolerated.
- Guidance on the use of reasonable force is included within the Behaviour Policy.

### Appendix 2: behaviour log

|   |  |
|---|--|
| <b>Pupil's name:</b>  |  |
| <b>Name of staff member reporting the incident:</b>   |  |
| <b>Date:</b>  |  |
| <b>Where did the incident take place?</b>   |  |
| <b>When did the incident take place? (Before school, after school, lunchtime, break time)</b> |  |
| <b>What happened?</b>   |  |

|   |  |
|---|--|
|   |  |
| <b>Who was involved?</b>  |  |
| <b>What actions were taken, including any sanctions?</b>                    |  |
| <b>Is any follow-up action needed? If so, give details</b>                  |  |
| <b>People informed of the incident (staff, governors, parents, police):</b> |  |

### Appendix 3: letters to parents about pupil behaviour – templates

#### First behaviour letter

Dear parent,

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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#### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school, so we can discuss a way forward.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_, has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Executive Headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.*

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

