

The Unity of Titchmarsh, Warmington and Nassington Schools

BEHAVIOUR POLICY

Introduction

Our schools positively promote good behaviour. We aim to work in partnership with our parents in encouraging the development of the whole child and believe good behaviour is essential for a productive learning climate where all are respected, valued and can achieve their full potential. Children are expected and encouraged to have a caring attitude to all those they meet in school.

Aims of Our Behaviour Policy

- To promote the self-esteem of pupils.
- To create and sustain a fair and secure environment.
- To accept the child, but not their inappropriate behaviour.
- To develop in everybody an understanding of the needs of others.
- To improve the quality of relationships within the school.
- To positively promote the children's sense of belonging to the school community.
- To encourage children to take pride in being a member of this school.

Strategies

The strategies for delivering our policy are guided by the following principles:

- Success, achievement and good behaviour are rewarded as positive re-enforced behaviour is more effective than negative punishments. **(Appendix 1)**
- School, classroom and playground rules are agreed at the start of the academic year in assemblies and displayed around the school.
- School, classroom and playground behaviours and values are understood by all.
- Responses to inappropriate behaviour are according to the school procedure. **(Appendix 2)**
- The way we treat each other and how we show respect and value each other has a strong influence on interpersonal relationships and personal development.
- Attitudes to learning are enhanced by good habits of conduct.
- Children are taught what bullying means and how to deal with it during PSHE lessons.

Our possible sanctions are:

During Lessons:

- Warning
- Analysis of own behaviour – discussion with staff member. Parents informed as appropriate.
- Missing part/all of playtime to complete work (supervised by teacher).
- An apology letter written.
- Referral to Executive Headteacher
- Behaviour Report/Contract
- Fixed-Term exclusion.

During Play/Lunchtimes:

- Withdrawal from specific play activities.
- Withdrawal from playground area. Parents informed as appropriate.
- Withdrawal from future playtimes
- Lunchtime Fixed-Term exclusion.

The Staff Role

All staff should maintain high expectations for good behaviour, apply the school policy consistently and set an example of calm polite and friendly relationships. The most powerful determinant of behaviour management is the example we set particularly in the way we manage conflict.

Sexual Harassment/Sexualised Behaviour/Child-on-child abuse

Any instances of sexual harassment or inappropriate behaviour of this nature cannot be tolerated. Appendix 2 of this policy details the procedures for dealing with behaviours in general; however, any instances of sexual harassment or sexualised behaviour must be reported to the DSL and dealt with in line with the procedures outlined in Appendix B of our Safeguarding Policy.

All pupils and staff have the right to work in an environment free from sexual harassment and sexualised behaviour and staff must be vigilant and proactive in dealing with any issues quickly and sensitively.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Review of Our Behaviour Policy

This policy will be reviewed by:

- School Staff
- School Council
- Governing Body

Associated Policies:

Anti-Bullying
Child Protection/Safeguarding
Acceptable Use
Exclusion Policy

APPENDIX 1

Rewards for Good Behaviour

Individual Class Reward: rewards for good behaviour, good work and anything noteworthy are decided in the class by Class Teacher and children. These include:

- Praise.
- Visit to another member of staff
- Stickers.
- Certificates.
- House Points.
- Group/class rewards.
- Celebration of individual work.
- WOW board
- Whole School Reward System, presented in whole school assembly
- Headteacher Award Certificate/Stickers.
- Other awards and achievements publicly presented.
- Written comments or verbal report from teacher to parent informing them about good work and positive behaviour.
- Each classroom will display the classroom rules that each class has created.

APPENDIX 2

Procedures for Dealing with Inappropriate Behaviour

If any of the behaviour below happens the child will be sent to the Executive Headteacher immediately and the incident will be recorded in the Incident Report Book:

Swearing at children, Fighting, Defiance, Racial Incident, Destroying property, Theft, Indecent behaviour, Discrimination, Cyber bullying or other gross misconduct.

Procedures for dealing with low-level disruption:

To ensure a consistent approach across the school, a 1-2-3 approach should be used.

- 1 – telling the pupil about their behaviour
- 2 – clear warning (if this happens again, you will.....)
- 3 – name on the board.

A pupil's name on the board would mean a loss of playtime or lunchtime with the pupil completing missed work or having time to reflect on their behaviour.

Should there be repeated offences, there would be an escalation of time lost and parents would need to be informed with a clear plan in place to support improvements in the pupil's behaviour.

If there is not sufficient improvement, a referral to the Executive Headteacher/Head of School should take place and a meeting with parents to agree steps to improve behaviour should be held. In these cases, pupils can go on report to the Class Teacher, Head of School or Executive Headteacher. This will involve a small number of behaviour targets that the pupil will be responsible for with regular reviews and sanctions as necessary. The report will be reviewed regularly and taken home for signing. Where pupils do not respond appropriately, the report can be escalated upwards and this will be organised through a meeting with parents and the appropriate members of staff.

Where there are SEN considerations, a Pastoral Support Plan may be used as an alternative to support the pupil and access further support if required.

Exclusion

The Executive Headteacher can exclude for both fixed-term periods and permanently and has the authority to exclude or withdraw the child if the situation cannot be managed/changed in the school.

A child is likely to be excluded if he/she verbally/physically abuses any member of staff. The Executive Headteacher may also exclude if the behaviour has caused any child/adult's life to be deliberately endangered.

The Unity will ensure that procedures fully comply with the September 2017 Statutory Exclusion Guidance. See Exclusions Policy for details.