Behaviour Policy

Reviewed by:	Full Governing Body
Reviewed when	November 2026
Next review	November 2028
Source and date of model policy, if applicable	n/a
Added to website (if applicable)	Yes
Added to Google Drive – All Staff	Yes
Added to G Drive	Yes
Review date noted on schedule	Yes

Please note that references to the Headteacher can be taken to mean Executive Headteacher or Head of School. References to the Chair of the Governing Body may refer to Co-Chairs of the Governing Body.

Policy Statement

Our Consistent Approach to Behaviour Management and Anti-bullying

This Behaviour Policy is set within the wider context of the Federation's overall aims and values. At the Federation :

- We promote and provide a healthy, safe, happy and caring environment in which everyone is given the opportunity to learn and develop positive attitudes and values
- We provide a broad and balanced curriculum for all our pupils, having considered gender, potential, ethnicity, religion and culture
- We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community
- We prepare our pupils to confidently meet the challenges of adult life
- We provide sufficient information and support to enable our pupils to make safe choices
- Through an enriched curriculum, we provide pupils with opportunities to develop the necessary skills to manage their lives effectively
- We help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood
- We create a wider awareness of religious, cultural and moral values and respect for different ethnic groups, religious beliefs and ways of life
- We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.

Behaviour principles:

- To provide a safe, happy, engaging and caring environment in which everyone is given the opportunity to learn and develop positive attitudes and values.
- To encourage everyone to take responsibility for their own actions and their consequences.
- To provide a supportive, welcoming and friendly atmosphere where mutual respect is fostered.
- To provide a clear set of expectations to which everyone can aspire.
- To encourage children to become independent in their approach to work and in managing their own behaviour to allow them to achieve their full potential.
- To enable children to reflect upon their words or actions, and in our talk with them to encourage consideration of consequences, and reasoning. We focus on identifying any behaviour that is resulting in a problem, and aim to help children to develop an understanding of what is right, what is wrong, and why.
- To ensure all staff are suitably trained so that children are able to achieve the Federation's high expectations for behaviour, and so all children, including those with SEND, are well-supported.

This policy establishes how we help children become aware of their behaviour and how the consequence of this affects their learning, others and their environment, acknowledging our legal responsibilities under the Equality Act 2010 in respect of safeguarding and pupils with special educational needs (SEN).

Our approach is one of promoting values of good behaviour within an ethos which fosters discipline and mutual respect between pupils, between staff and pupils, and between all members of our community. We do this by providing strategies to assist children in demonstrating our school values such as respect, responsibility and resilience and by ensuring our curriculum teaches children the respectful and appropriate ways to behave. Our success is measured not only by a reduction in incidents but also by how we deal with them.

The basis of this policy is that all members of our community share the same core rights;

- The right to be treated with respect
- The right to be safe physically and emotionally
- The right to learn without unfair distraction

Whilst all members of our community share these rights, we also share the responsibility to respect the rights of all members of our community.

IMPLEMENTATION

Please note that all appendices referred to are available on the school Google Drive.

All classes have on display a Federation rights poster which can be used to reflect on, and consider, the impact of behaviour on other members of our community. (Appendix 1)

Encouraging and rewarding good behaviour:

To promote and encourage good behaviour, we have a house system. All children are automatically assigned to a house team when they join the Federation. Our house names were nominated (along with others) by the school council and voted for by all pupils.

All adults are encouraged to recognise good behaviour, attitudes to learning, progress and high quality work by awarding house points. Children collect these on their House Point Cards (see Appendix 2,3,4,5,6,7 and 7a).

- When children have collected 100 house points, they are awarded a Bronze certificate
- When children have collected 200 house points, they are awarded a Silver certificate
- When children have collected 300 house points, they are awarded a Gold certificate
- When children have collected 500 house points, they are awarded a Platinum certificate.

- When children have collected 1000 house points, children are awarded a Diamond certificate. Children who achieve platinum or diamond certificates will also be invited to have a special reward, such as lunch with a member of SLT.

The house team with the most points at the end of each term will have a special activity in recognition of their team effort and hard work.

We also recognise the positive contributions, achievement, progress and behaviour of pupils through:

- Verbal praise and encouragement
- Written comments and feedback
- Referral to other members of staff for positive recognition
- Sharing positive experiences with the parents
- Displaying and sharing children's achievements
- Achievement and Progress certificates (see appendix 11 and 12)
- Our weekly Celebration Assembly

Managing Unacceptable Behaviour:

The vast majority of pupils at the Trumpington Federation behave well and have positive attitudes to school and learning. However, we also acknowledge that there are times when pupils will not always meet the high standards we expect.

In first instances of inappropriate behaviour, it is important to praise and recognise pupils for the behaviour you expect and to give attention to pupils who are making the correct choices. Teachers will provide opportunities to reposition and separate.

Stage 0: Polite request followed by a warning – a maximum of two warnings should be given.

Stage 1:
Give a FINAL warning: "This is your final warning, do you understand?" Make clear what you have asked the child to do and what the consequences will be if the wrong choice is made. "You can either/or ..." .

Stage 2: Time out A.
Child sent to time out table – all classes MUST have a time out table. Time out A is a maximum of 10 minutes. All classes in KS1 and KS2 have a 10 minute timer for their timeout table. In the EYFS we use a range of appropriate timers. The child records their name and why on the Time out A list (see appendix 14) . Time out A is an opportunity for the child to be alone, reflect and calm down, complete work set independently, or complete a Behaviour Reflection Sheet (see appendix 15). Each time out table has a laminated Timeout Table sheet (see appendix 16).

If behaviour improves, the child should return to the lesson; if not then the teacher will move to Stage 3. Remember before moving to Stage 3 to give the child a final warning and remind them of the consequences if they choose to make the wrong choice. " You can either/or... you will go to **Time out B**."

Stage 3: Time out B.

Child is escorted to a designated colleague or partner teacher in the year group or phase with their work where they remain until the end of the lesson/ session – a maximum of one hour. Child needs to complete a behaviour reflection sheet and finish work without assistance. A minimum amount of attention and support should be given. Time out B letter (see appendix 17) to be sent to parents and the Time out B to be recorded on My Concern.

Once a child returns to class having completed Stages 1, 2 or 3, the stages start again.

If behaviour improves, the child will return to class. If not, move to Stage 4. Remember before moving to Stage 4 to give child a final warning and remind them of the consequences if they choose to make the wrong choice. " You can either/or you will go to Time out C."

Stage 4: Time out C.

Child escorted to TLR post holder, Assistant Head or Headteacher with their work where they remain until the end of the lesson session and/or for a maximum of half a day. Children are expected to complete their work without assistance and with minimal interaction. Child needs to complete a behaviour reflection sheet. Time out C (appendix 18) letter to be sent home and the Time out C will be recorded on My Concern.

Where work is not completed, it will be sent home to be completed outside of school hours. This is to ensure that children have completed the necessary tasks to continue with their learning the following day.

Stage 5: Behaviour Contract

Where a child has had 3 or more Time out Cs in a week or where there are frequent records of Time outs over a period of a half term, then we will consider implementing a behaviour contract.

A multi-agency meeting will be held involving a member of the SLT, members of the inclusion team and the class teacher, to identify key difficulties, triggers and to identify possible support and provision. Parents will also be involved in discussions about their child's behaviour.

The child will be expected to meet with a member of the pastoral support team or SLT during the week to review progress and achievements.

The report card will contain an agreed set of targets, with associated rewards and consequences. All clubs and trips outside of school will be suspended unless earned, and break times and lunchtimes with peers earned by positive attitudes and meeting of individualised targets.

The report card will be shared with parents each day and the class teacher will inform the parent of how the child is responding to the contract. A behaviour contract will run for a minimum of 2 weeks but may also be superseded by further stages.

(At any point in this staged behaviour process, the Federation may have to make the decision to move up or down this staged process in more than single increments.)

In agreement with their family, children may be required to stay after school for an agreed period of time (detention) to complete their work in cases where, for example, they habitually abscond from, or disrupt, lessons and hence miss significant amounts of learning time.

If targets are achieved, the behaviour contract can be removed and extra-curricular and enrichment activities reinstated. It may be that additional provision stays in place to continue to support a child's behaviour.

If targets are not achieved, and there is not a marked improvement in behaviour at Stage 5, move to Stage 6 or 7.

Stage 6: Internal Exclusion

Maximum 10 days – (this may include being educated in another Federation school).

School will engage with all agencies and parents/carers including Access and Inclusion) and LA support to identify what additional provision can be provided to avoid exclusion. A risk reduction plan may need to be put in place depending on the specific circumstances.

Individualised targets and goals will be set.

Stage 7: Fixed Short Term Exclusion.

Maximum of 5 Days. Work will be set by the Federation and must be completed by the child before any re-integration process can begin.

The school will be available should parents have questions during the suspension or require support.

An agreed reintegration programme will be developed that might include reduced timetabling, and a staged return in consultation with all agencies. A re-integration meeting will be held with parents and the child to increase the chance of a successful return to the classroom.

Stage 8+ Further stages in this process are described by the LA guidance.

The Federation fully subscribes to the LA advice and guidance.

Ultimately, the Federation will do everything it can to avoid permanent exclusion but we will be guided by the principles and rights enshrined in this behaviour policy: The rights of all members of our community to

- be safe physically and emotionally
- be treated with respect

- to learn without unfair distraction.

Managing physical and dangerous behaviours

If a child is behaving in a manner that is a risk to themselves or others then staff may use 'reasonable force' as outlined below.

The Federation's Physical Intervention Policy outlines our approach to managing these behaviours.

The term 'reasonable force' covers the broad range of actions used by most staff at some point that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

The Department for Education states that schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight; and
- restrain a pupil at risk of harming themselves through physical outbursts.

This will be used as a final resort when other strategies have not been effective.

The Department of Education states that headteachers and authorised staff have the statutory power to search a pupil or their possessions where they have reasonable grounds to suspect the pupil may have a prohibited item. The Federation follows the DfE guidance *Searching, Screening and Confiscation at school* (July 2022).

Behaviour outside of school premises (including online behaviour)

At the Federation, we consider behaviour outside of the school premises to be the responsibility of parents. However, we have the same high expectations of this behaviour as we do when on the school site. Therefore, we may consider applying the behaviour policy for behaviour off-site in some circumstances: for example, when a child is taking part in any school-organised or school-related activity, when travelling to or from school, when wearing school uniform or in some other way identifiable as a pupil.

The Federation also considers the behaviour of children online to be the responsibility of parents. However, the Federation may sanction pupils where their online behaviour poses a threat or causes harm to another pupil, where their behaviour could have repercussions for the orderly running of the school, where the pupil is identifiable as a member of the school or where their behaviour could adversely affect the reputation of the school. Inappropriate online behaviour (such as bullying, sharing of inappropriate images or inappropriate

language) will be addressed in accordance with the same principles as offline behaviour and may be handled following the child protection policy where they raise a safeguarding concern. The school will follow DfE guidance should any off-site behaviour potentially constitute criminal behaviour, online or offline.

Bullying Behaviours

Bullying behaviour is unacceptable to the Federation and will not be tolerated. The Federation has an agreed procedure for responding consistently to incidents or allegations of bullying. The Federation will draw upon the systems and procedures outlined in the Anti-Bullying Policy. The Federation also has a zero-tolerance approach to sexual harassment and challenges, and appropriate sanctions, any inappropriate language or behaviour between pupils .

Monitoring

The Federation monitors internal behaviour data to interrogate repeat patterns and the effectiveness of the strategies used. Information on behaviour and exclusions is also shared with the governing body.

This policy is to be read alongside the following policies:

- Anti Bullying
- Online Safety
- Physical Intervention
- Mobile Phones and Other Smart Devices in School
- Safeguarding and Child Protection
- Supporting Children with Medical Conditions
- Code of Conduct for All Adults in School
- Equality Objectives
- Relationships and Sex Education
- Mental Health Policy