

# 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)*

**Policy Version :** October 2014

**Policy Review Date:** 05 July 2017

**Reviewed by:** Full Governing Body

**Noted revisions:** Updated to reflect reference to behaviour principles / peer on peer abuse

**Next Review Date:** Summer 2018

**Signed by the Chair:** 

**Date:** 05 July 2017

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.

This policy has been prepared in line with the Governor's Statement of Behaviour Principles.

## **Rationale:**

At the FORT Federation 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 our school communities 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.

## **ALL CHILDREN CAN BEHAVE WELL**

**These school rules will continue to apply before and after school hours whilst children are on school premises, taking part in any school organised or school related activity and whilst wearing school uniform to and from school.**

## **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.

## **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 /Head of School/Executive Head teacher/SENCo.
- Ensure that serious or persistent unacceptable behaviour is recorded on an "Incident Report Form".

## **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.

## **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.

## **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 Head of School/ Executive Head teacher 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 Head of School/ Executive Head teacher may:

- Telephone the child's parents/carers or ask the child to do so, in the presence of the Executive head teacher/ Head teacher, to report/explain the behaviour.
- Send a letter home explaining the behaviour.
- Involve parents formally.
- Exclude the pupil. Governors retain the ultimate right to exclude any child who becomes unmanageable in school or who poses a threat to the health, safety, welfare or education of others. The requirements of the School Standards and Framework Act 1998 and guidance in Circular 10/99 will be followed in such circumstances, and parents will be fully informed of the process and of the support that may be offered. This policy should be read in conjunction with our policy on Exclusions.

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 Head teacher/ Head of School and parents will be informed.

### **Parental involvement:**

Parents are responsible for the behaviour of their child and we will always try to keep parents fully informed when their child's behaviour is causing concern. In the first instance this will be done informally by the class teacher, but if the problem continues parents will be invited to discuss the way forward with the class teacher and/or the Head of school. We enjoy close working relationships with parents and expect to work co-operatively with them in the interests of the child and others in school. We will always attempt to address a problem before it becomes a major issue and to respond in a fair and consistent way.

**Home School Agreement:** All parents and pupils will be expected to read, sign and return to the school, a copy of the Federation Home School Agreement, which sets out clearly the expectations as set out in this behaviour Policy.

**Peer on Peer Abuse:** The FORT Federation recognises that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of peer on peer abuse can be defined as:

Domestic Abuse  
Child Sexual Exploitation  
Harmful Sexual Behaviour  
Serious Youth Violence

The term 'peer on peer abuse' can refer to all of these definitions. Further details can be found in our Child Protection and Safeguarding Policy Page 22, Section 23 'Peer on Peer Abuse'.

The FORT Federation aims to reduce the likelihood of peer on peer abuse through:

- Our established ethos of respect, friendship, courtesy and kindness
- High expectations of behaviour
- Clear consequences of unacceptable behaviour
- A developmentally appropriate PSHE curriculum
- Established systems for any pupil to raise concerns with staff, knowing they will be listened to, valued and believed
- Robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils, and those identified as being at risk.

The FORT Federation will also educate pupils in how to support their friends if they are concerned about them.

All concerns, disclosures or allegations of peer on peer abuse in any form will be referred to the DSL using the FORT federation Child Protection procedures as set out in the Child Protection and Safeguarding Policy.

### **Use of Reasonable Force or Other Physical Contact**

#### **Restraint:**

Children will only be physically restrained if their behaviour is deemed to be a danger to themselves or others. The Schools in the Fort Federation will follow the advice as set out in the Government document 'Use of Reasonable Force' advice for head teachers, staff and governors, July 2013 (appendix 1)

### **Power to Screen and Search Pupils:**

Staff are given the power to screen and search pupils should they suspect they are carrying items that are prohibited or banned from school. As stated above, we will follow the advice as set out in the Government document 'Use of Reasonable Force' advice for head teachers, staff and governors, July 2013 (appendix 1).

### **Pastoral Care for School Staff Accused of Misconduct:**

When setting out the pastoral support that school staff should expect to receive if they are accused of mis-using their powers, the Executive Head Teacher will draw on the advice in 'Dealing with Allegations of Abuse against Teachers' as set out in the School Grievance Policy.

**Monitoring:**

The Executive Head teacher will be responsible for monitoring the implementation of this policy and reporting incidents to the Governing Body if necessary.

This policy should be read in conjunction with our policies and guidelines on

- Anti-Bullying
- Exclusion
- Child Protection and Safeguarding
- Use of Reasonable Force advice for head teachers, staff and governors July 2013
- Grievance

To be reviewed annually.