

# Clarendon Federation



## Behaviour and Ethos and Relationships Policy

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<b>Key Personnel</b>			
<b>Role</b>	<b>Name</b>	<b>Tel.</b>	<b>Email</b>
Headteacher	Pam Evans		
Head of School	Emma Brown/Lisa Ashford-Smith		
SENCO	Wendy/Roushka Westall		
Pastoral Lead	Vicky Allen/Lisa Ashford-Smith		
Governor with responsibility for behaviour and safety	Andy White		

## **Introduction**

Clarendon Federation is committed to an inclusive education for our children that secures the widest access to learning and achievement in a safe and supportive environment.

We will fulfil our commitment to this by adhering to practice based on aspects of the following key advisory documents:

Department for Education (DfE) advice on:

- Suspension and Permanent Exclusions from schools
- Mental health and behaviour in schools
- Searching, screening and confiscation at school
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

And on the following statutory documents:

- Special educational needs and disability (SEND) code of practice
- The Equality Act
- Working Together to Safeguard Children
- Keeping Children Safe in Education

The aim of this policy is to ensure:

- All our children are safe and protected from harm
- All our children experience and learn prosocial behaviours
- All adults in the school community are aware of our agreed approach to be consistently applied

The policy provides an agreed framework for teaching and modelling prosocial, used by staff and made clear to children, parents and all partner schools or professionals with whom we work. Prosocial behaviours as that which demonstrates;

- A good level of self-awareness
- Empathy for other people of all sorts, abilities and ethnicity
- A good level of personal motivation
- An ability to manage one's feelings positively and
- Good social skills

All staff are:

- Familiar with this behaviour policy and have had an opportunity to contribute to its review.
- Involved in the implementation of the policy as it relates to the school as a whole and through individual educational/pastoral programmes, as appropriate.

## Scope

This policy is consistent with all other policies adopted by the governing body and operate alongside the following policies relevant to the welfare and safety of our children:

- Safeguarding Policy
- SEND Policy
- Staff Behaviour Policy
- Health and Safety Policy

**This policy applies to all staff in our school.**

For the purpose of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity.
- **Volunteer** is a person who performs an activity that involves spending time, unpaid within our school (expect to approves expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on roll at our school.

## Leadership

*'The behaviour of pupils in a school is influenced by almost every aspect of the way in which it is run and how it relates to the community it serves'*. Elton Report 1989.

As key strategic decision makers and vision setter for the school, the governors will make sure that our policies and procedures are in line with the relevant legislation and guidance documents. Governors provide a written statement of behaviour principles for the school (Appendix A) on which this policy is based and work with the senior leaders to make sure the following essentials are in place:

- Curriculum that supports the development of personal social skills, emotional intelligence and positive mental health.
- Training for staff about teaching strategies and approaches that build child competence to manage their own behaviour.
- Policies that complement the key positive behaviour management approaches.

It is the responsibility of the head teacher 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 head teacher to ensure:

- The health, safety and welfare of all children in the school.
- Records are kept of all reported serious incidents of misbehaviour and the actions taken.
- Staff are supported to implement the policy through training, monitoring and feedback.

## Mandatory Procedures

### **The consistent approach to behaviour management:**

All staff understand the positive impact of certainty as much as consistency on children at Clarendon Federation. While children benefit from encountering different personalities within our staff team, as they will in wider society, each member of staff will retain a high level of predictability when responding to both prosocial and anti-social behaviour.

Staff ensure:

- Their interactions with children about behaviour focus on:
  - Behaviours that are helpful for the child more than those that are not

- What is happening now and expected in the future more than about the past
  - Signs of change more than indicators of stuckness.
- Prosocial behaviour exhibited by a group or individual is highlighted (in a way that such public recognition is tolerable to the individual), described and discussed as a teaching and learning point.
- Escalating inappropriate behaviour is always managed calmly.
- Anti-social behaviour is dealt with consistently and quietly, away from peers.

### **Rewards and consequences:**

Our staff use a range of agreed verbal, non-verbal and tangible rewards and prompts to motivate prosocial behaviour (see appendix B flow chart).

All staff who deal with children directly:

- Set clear expectations about child behaviour (positively phrased).
- Ensure rules, routines, learning habits and specific activities and rituals are mapped out for children who need an individual response.
- Encourage children to recognise and explore their motivation to follow the behaviour expectations.

Staff promote good and improved behaviour by children through a positive verbal and (where appropriate) written feedback system that is consistent and meaningful to each child. While our primary focus is specific targeted verbal feedback to individuals and groups, we also use some tangible rewards, primarily to reinforce messages about child progress to parents.

This includes:

- Displaying learning, in written or photographic form in school and on our website.
- Effort and achievement points which lead to star awards.
- Celebration of success events/activities.

The leadership team monitors the use of rewards to ensure that they operate with due regard to equal opportunities and anti-discrimination.

Children have the right to expect fair and consistent staff responses to anti-social or dangerous behaviour which make a clear distinction between serious and minor incidences. An appropriate consequence is one that encourages proposal behaviour in the future and rectifies any harm done where possible.

Staff implement a consistent range of strategies and logical consequences to deal with inappropriate behaviour including bullying by children. In determining whether a consequence is 'logical' and 'reasonable', the following must be considered:

- The extent to which the consequence provides an opportunity for the child to rectify harm.
- The extent to which the child has an opportunity to learn/rehearse different helpful behaviours.
- Whether the consequence was proportionate in the circumstances.
- Any special circumstances which are known to the person setting the consequence, including:
  - The child's age
  - Any special education needs or disability they may have

In line with our safeguarding policy, all staff consider/assess whether incidences of dangerous, bullying, withdrawn or disengaged behaviour may constitute a safeguarding concern for either the instigator or child subjected to that behaviour and record and report accordingly.

The success of strategies and consequences used is monitored and reviewed within:

- This policy's annual review
- Staff performance reviews
- Senior leadership team meetings monthly
- Key stage team meetings and
- Individual child support plans where applicable.

Suspension from our school or permanent exclusion will always be a last resort. In such cases we will work closely with parents and any relevant outside agency eg Wiltshire Council SEND and pupil support services, police and social care to ensure the child is kept safe when excluded from school and that appropriate support is provided.

Any suspension or a permanent exclusion will be for a serious breach of this policy ie behaviour that compromises the safety and wellbeing of anyone in the school community. The decision to permanently exclude for one very serious incident or for a series of incidents will be made on a case-by-case basis by the head teacher considering the child's age and stage of development. The head teacher will follow government guidance about suspension and permanent exclusion to ensure any decision to exclude is made rationally and is lawful, reasonable, fair and proportionate (refer to Clarendon Federation's Exclusion policy).

In monitoring this behaviour policy, the leadership team will seek assurance that:

- No punishments are given that are ever degrading or humiliating.
- All rewards and consequences are applied fairly.

Physical intervention is only to be used when all other options for de-escalating a conflict situation have failed. Staff try negotiation, diffusion and de-escalation strategies as well as containment in a safe area, without the need to hold, before intervention wherever possible. The use of physical intervention in response to a foreseeable risk (physically dangerous behaviour previously exhibited by the child) will only be used as part of a support plan set up incorporating the views of the parents and the child. Children are given the opportunity to contribute to a written report compiled after any physical intervention. These reports are scrutinised by the nominated governor for behaviour and safeguarding. Parents are informed of any use of physical intervention by phone if possible, and in writing on the same day.

The staff have a duty to protect the safety of all children. All physical intervention is to be carried out in such a way as to safeguard the child and staff's wellbeing and be used for the minimum amount of time possible in order to bring the situation under control.

To maintain good order and safety of our community, certain items are banned from the school:

- Weapons
- Illegal drugs
- Alcohol
- Pornography
- Fireworks or flares

Staff can search a child for any banned item, or any item believed to be stolen if the child agrees and this is normally undertaken by senior staff and by at least two staff members; at least one of the same gender as the child. However, the head teacher and staff authorised by them can search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a dangerous unlawful item on their person or in their bag/equipment. The staff member must decide in each case what constitutes reasonable grounds for suspicion eg they may have heard other children talking about the item, or they might notice a child behaving in a way that causes them to be suspicious.

The member of staff conducting the search will understand that children's expectation of privacy increases as they get older.

## **Teaching and the curriculum**

Our children access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum specifically includes the following objectives:

- Developing child self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Our curriculum promotes children's self-control and ability to self-regulate, and strategies for doing so. We aim to help children to become confident in their ability to achieve well, to persevere and to respond rationally to setbacks and challenges.

### **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classrooms and learning spaces.

They will:

- Create and maintain a stimulating, orderly, calm and motivating environment that encourages children to be engaged.
- Invest time and energy in building positive relationships with children. This may include:
  - Greeting children in the morning/at the start of teaching sessions.
  - Establishing clear routines.
  - Communicating expectations of behaviour in ways other than verbally (including modelling and the use of non-verbal signs and gestures).
  - Highlighting and promoting prosocial behaviour.
  - Concluding the day positively.
- Make reasonable adjustments to expectations and consequences for anti-social behaviour for children with specific additional learning needs. These individual responses are planned and agreed with the leadership team to ensure consistency.

### **Child support systems:**

We regularly review the support available to those individual children identified as being at risk of disengagement. The support offered includes:

- Access to alternative/enhanced curriculum
- Planned "Time Out" – Children who exhibit impulsive behaviour can be offered a Time Out card were they will leave the learning session for a short period of time and visit a designated supervised space onsite. This will happen as part of a plan agreed in advance by the SENCO/KS Lead.
  
- Identification and support of SEND. Any child whose progress in terms of their social, emotional or mental health (SEMH) development:
  - Is significantly slower than that of their peers starting from the same baseline
  - Fails to match or better the child's previous rate of progress
  - Fails to close the attainment gap between the child and their peers
  - Widens the attainment gap

will have a SEN support plan. We will determine whether there are any undiagnosed cognitive or communication difficulties that may be contribution to the child's behaviour. Where a child is identified as having SEMH-related difficulties, SEND support will be put in place.

Teaching strategies – The leadership team will work with/support staff to devise and develop strategies for staff to make reasonable adjustments for these children whose behaviour may be the result of a learning difficulty, a disability or a medical condition.

Trauma informed practice – We understand that trauma can negatively impact children's ability to feel safe or develop trusting relationships with staff and their peers in school and we ensure SEN support plans for any children who have experienced trauma in their lives are informed by good practice guidelines to

- Avoid re-traumatisation and to
- Address the barriers that children affected by trauma can experience in school.
- Use our trained trauma informed practitioners in a pastoral role.
- Referral to and working with external agencies – We work with teams within Wiltshire Council SEND and Targeted Education Service and with Wiltshire Social Care as appropriate to agree additional strategies to support children's social and emotional development.

### **Liaison with parents:**

We work closely with the parents to ensure consistency wherever possible in the approach to teaching positive, prosocial behaviour.

We aim through our interactions with parents to help them focus on examples of positive, pro-social behaviour shown by their children. We provide specific feedback about successes that encourage parents to feel proud of themselves as parents as well as their children and to feel hopeful about their future.

Parents as well as our children are given an opportunity to contribute to the review of the policy.

### **Managing transitions to the next stage of their education/life:**

We recognise that how children start and leave our school is a key indicator of:

- Success with us and
- Success at their next school

Consequently, we work closely with parents to ensure we have the most up-to-date information about our children's social emotional and mental health needs. We ensure children's hopes, fears and preferences inform plans to help them settle with us and to make the transition when they leave us.

We liaise with partner organisations eg schools, Wiltshire Council, to ensure any welfare records for children are shared on transition:

- By the setting/school previously attended by the child.
- By the DSL/Pastoral Lead in the next school when the child leaves.

For any child dual-registered with another school or supported by an alternative provider commissioned by the school, on or off site, a nominated staff member liaises regularly with a named colleague at that base to ensure information is shared in the best interests of the child. In line with our safeguarding policy, this includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

## **Training**

We recognise that all behaviour is a form of communication; that it is interactional and contextual. Consequently, staff who work directly with children are provided with continuous professional development in this area. This includes training in:

- Positive behaviour management and restorative strategies.

- Special education needs and disabilities associated with challenging or withdrawn behaviour eg autism or ADHD.
- Solution focussed thinking and questioning.
- Safeguarding that covers identifying challenging or withdrawn behaviour as a potential indicator of neglect or harm and identifying and responding to suspected cases of peer on peer abuse.
- Positive handling and de-escalation techniques. This training takes place when required as part of a response to risk assessment and needs analysis of children.

Our training programme is reviewed annually to ensure that it is responsive to the needs of our staff and children.

### **Staff support**

Due to the demanding nature of our work dealing with children who at times display challenging or withdrawn behaviour, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

### **Monitoring and review**

Governors ensure that child wellbeing is an agenda item on for every full governing body meeting.

The head teacher ensures that child welfare is an agenda item for every staff meeting.

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

The nominated governor for safeguarding meets the head teacher every term (six times a year) to monitor the effectiveness of this policy.

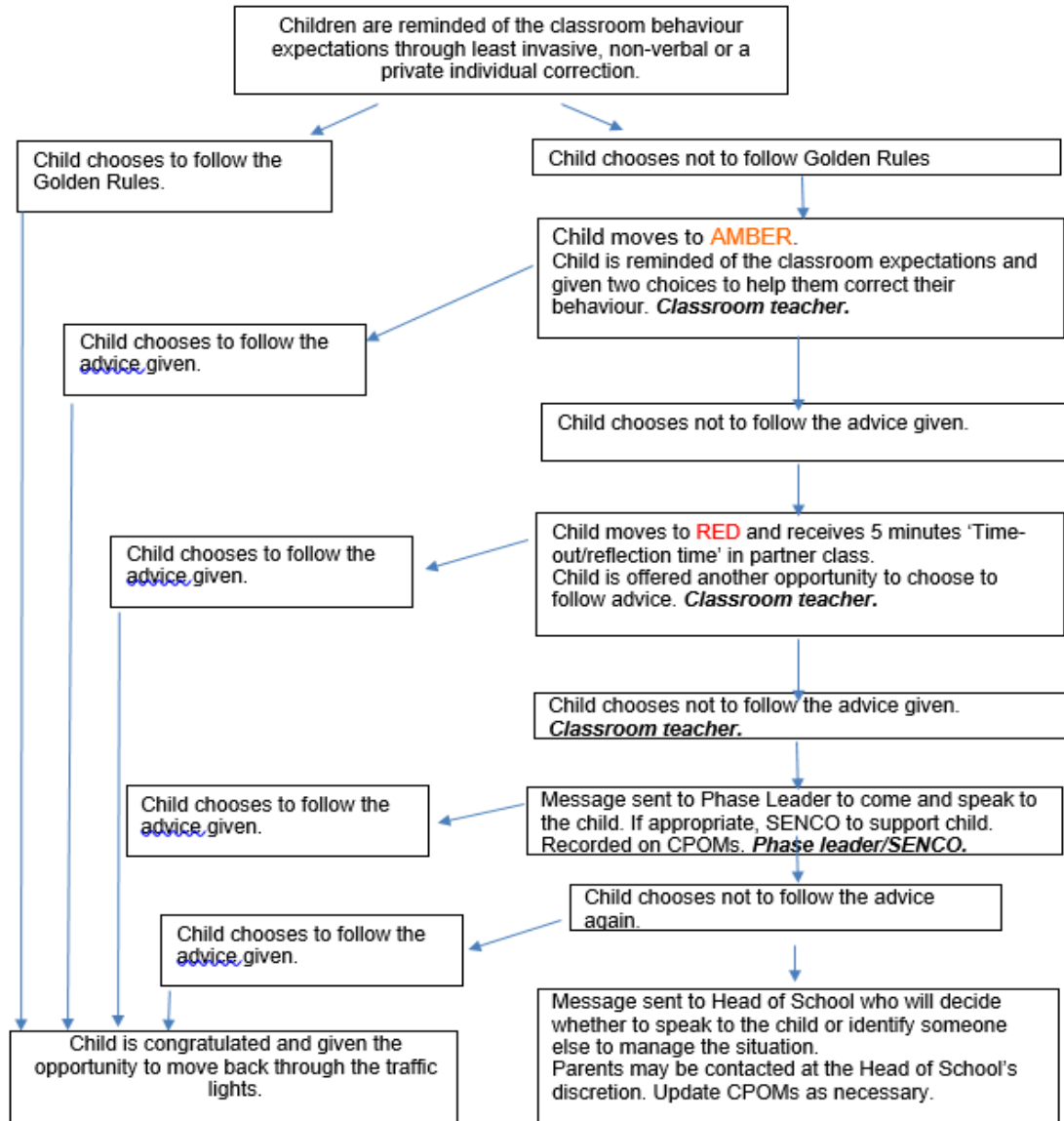
## Appendix A


Insert governors' written statement of behaviour principles – mandatory for maintained schools

The governors strongly believe that high standards of behaviour like the heart of a successful school. Excellent teaching and learning promote good behaviour and good behaviour promotes good learning. Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become successful citizens of modern Britain. Governors believe that parents play a pivotal role in supporting this and that the school works in partnership with them.

## Appendix B

### Behaviour flow chart for disruptive classroom behaviour





Child chooses to follow the  
advice given