



The Fenland Federation

Marshchapel Infant School
Grainthorpe Junior School

Behaviour Policy

Our School Vision – to be the best we can be, and know we are A.C.E.

ASPIRATIONAL: We aspire to uplift our school academically, emotionally, and socially.

CREATIVE - We create opportunities and experiences to deepen our learning.

EXCELLENT - We aim for excellence in everything.

Our School Values

- **Respect:** We care for every pupil in our school community, supporting them to understand themselves, others, and the world around them.
- **Happiness:** We want everyone to enjoy school and have fun.
- **Creativity:** We empower children to realise their academic and personal potential.
- **Inspiration:** We challenge everyone in our school team to enjoy learning, explore the world, and discover new interests in a fair and safe environment.
- **Unity:** We are strong together, accepting and appreciating everyone's contribution.

Our Federation values are at the core of everything we do. They underpin our teaching and learning, and prepare our pupils to be confident, happy, and healthy citizens.

Our values make us who we are.

Aims of the policy:

- To encourage positive behaviour in the staff and children of the Fenland Federation.
- To clarify our School Charter.
- To explain the processes in place when the School Charter is not adhered to or when children demonstrate excellent behaviour.

Principles underpinning this policy

- All children should be valued, listened to, and cared for.
- Teachers should be fair, consistent, and positive.
- Good behaviour and positive relationships should be modelled by all members of the school community.
- Staff should interact with and speak about children and other adults in a positive way.
- Staff should always try to develop children's self-esteem.
- When children are engaged in their learning, their behaviour will be positive.
- Mutual support at all levels is important; children are entitled to support to help them with their behaviour and staff are entitled to support when dealing with behaviour that is not in keeping with our school Charter.

The School Charter

1. We are kind and thoughtful towards everyone.
2. We are honest and trustworthy.
3. We help to keep our school attractive and safe.
4. We always listen to others.
5. We walk quietly and sensibly around the school.
6. We always work to the best of our ability.

Our school Charter forms the basis of our behaviour policy. The Charter should be shared regularly with all staff and children through assemblies, through class discussions and through displays in class which act as reminders for the children. Time should be spent with children during the year on exploring exactly what the Charter means, and why we have it.

When children follow our School Charter, staff should offer praise. When the Charter is not followed, staff should follow the procedures detailed below.

Procedures to follow when a child does not follow the School Charter

At the Fenland Federation, we follow a stage system to deal with behavioural issues. The first response to a child should be a verbal response; a warning that they will move to Stage 1 if the unacceptable behaviour continues. The verbal response may incorporate a discussion around the underlying issues. If the behaviour continues, then the following stages should be followed:

Stage 1 – Official warning

Stage 2 – The child takes 5/10 minutes time out in a nearby classroom. If they are able, they continue their work. This 5/10 minutes may be taken at any stage following an incident.

Stage 3 – The child loses 15 minutes of their break or lunchtime, in order to reflect upon their behaviour and how they can start to make amends. The child may be asked to stay in their classroom (if supervised by a member of staff) or may be asked to spend this time at a reflection area.

Stage 4 – The child is sent to a Senior Teacher who may ask children to stay inside during break or lunchtimes.

Stage 5 – The child is sent to the Headteacher, who may ask children to stay inside during break or lunchtimes and may contact parents.

These stages should be used by all members of staff at all times of the day.

At the Fenland Federation, we take peer on peer abuse very seriously regardless of the form it takes. If behaviour reaches Stage 4 or 5, there will be some involvement of the Headteacher or Senior teacher. In such instances, the incident will be recorded on CPOMS under the 'Behaviour' category by the staff member involved. This is reviewed by the Senior Leadership Team.

The use of the stages system does not mean that all behaviour issues begin at Stage 1. If a child does something which is of a particular severity, then staff should use their judgement in deciding which stage is the most appropriate starting point. As an example, if a child swears at a member of staff then they might start at Stage 3. **Appendix A** includes a behaviour chart that staff should use when using the stage system of sanctions, but this is not an exhaustive list and staff should use a common sense approach alongside their knowledge of the child to determine the appropriate stage. In the event of uncertainty, staff should seek guidance from the Senior Teacher or Headteacher.

In some cases, a child may display behaviour that puts themselves, or other children, and/or staff, at risk of harm; or a child's behaviour may be extremely disruptive. In such cases, it may be necessary to follow the guidelines for de-escalation, positive handling and physical restraint. Staff receive training in Team Teach, which governs the manner in which such activities are carried out.

In situations where behaviour has been of a severity that is of concern, it may be necessary to invite parents into school to further discuss the issues and to work together to try and find a mutually acceptable solution in supporting the child's behaviour. This is down to the judgement of the Headteacher. In less severe cases, class teachers may speak to parents after school to discuss any incidents that have occurred.

The Headteacher may decide that a child's behaviour has been extreme enough to warrant a fixed term exclusion. In such cases, the Headteacher will follow guidance and policy from the Department for Education.

Bullying

We take bullying extremely seriously at the Fenland Federation and our response to bullying does not start at the point at which a child has been bullied. Staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. Through PSHE sessions, RE sessions, assemblies and other classwork, pupils are educated on respecting others and themselves, regardless of ethnicity, religion, disability, gender, sexuality or appearance. We have a zero tolerance to any form of bullying, including cyber, prejudice-based and discriminatory bullying.

Children with Behavioural or Emotional Difficulties

We adopt a restorative practice approach to behaviour; encouraging pupils to take responsibility for their behaviour by thinking through the causes and consequences. Adaptations to this policy may be made on an individual basis for pupils whereby they have suffered early childhood trauma or whereby the stages in this policy are not deemed appropriate to the individual's needs.

If a child's behaviour regularly becomes an issue, then parents will be invited to attend a meeting with the class teacher, SENDCo and/or Headteacher to discuss the strategies that might be put in place at home and at school to try and support the child. This may involve writing a behaviour plan identifying the triggers for the child's behaviour along with potential resolutions, in line with our Wellbeing Framework.

In some cases, particularly where a child is having difficulty with social interactions with other children or with their self-esteem, they may be taken out of class for short sessions to work in 1:1 or group sessions with a TA or the Learning Mentor. In some instances, outside agencies may be invited to work with the school and the child.

Rewards and Praise

At the Fenland Federation, we believe that a positive ethos and environment leads to a positive atmosphere and better behaviour. Strategies for encouraging and promoting good behaviour include:

- Awards/certificates/badges for acceptable behaviour, good work and effort in Celebration assemblies.
- Stickers
- Positive verbal and non-verbal praise.
- Terrific Tickets with a raffle prize draw termly
- Class Dojo points at the Junior School
- Lunchtime Loyalty stamps for positive behaviour – loyalty points can be redeemed for gifts
- Star of the day and star of the week - these may be awarded for good examples of attitude, behaviour, effort or work.
- House Points – any member of staff may award any child House Points for following the School Charter.
- Golden time is earned

This policy is regularly revised and updated.

Revised by school staff 14.03.2023 and approved by governors 20.04.2023

Appendix A

School Charter	Verbal Response	Stage 1 (Official Warning)	Stage 2 (5/10 minutes time out in another class)	Stage 3 (10/15 minutes time out at playtime or lunchtime, or time at a reflection area)	Stage 4 (Sent to Senior teacher)	Stage 5 (Sent to Headteacher)
1. We are kind and thoughtful towards everyone.	<ul style="list-style-type: none"> - Calling names. - Unkind comments that upset others. - Refusal to participate. - Being rude to children. - Winding up other children. 		<ul style="list-style-type: none"> - Being disrespectful towards adults. 	<ul style="list-style-type: none"> - Swearing at children. - Swearing at adults. 	<ul style="list-style-type: none"> - Hurting other children, for eg. pushing, pinching, poking (where no mark is left) - Spitting. 	<ul style="list-style-type: none"> - Intentionally offensive racial, sexist or sexual-orientation comments. - Physical bodily harm, for eg. punching, kicking, slapping, biting (where serious marks are left). - Bullying (including cyber, prejudiced-based and discriminatory bullying). - Sexual harassment.
2. We are honest and trustworthy	<ul style="list-style-type: none"> - Taking other children's property without asking. - Telling lies. 				<ul style="list-style-type: none"> -Spreading intentionally hurtful rumours about others. 	<ul style="list-style-type: none"> -Stealing school Equipment. - Stealing from children and adults.
3. We help to keep our school attractive and safe.	<ul style="list-style-type: none"> - Throwing equipment around the classroom. - Rocking on chairs. 		<ul style="list-style-type: none"> - Minor damage to classroom displays. - Kicking over a chair 	<ul style="list-style-type: none"> - Throwing objects to damage school property. - Breaking school equipment. 	<ul style="list-style-type: none"> - Bringing banned items (that haven't been agreed) into school. - Spitting. 	<ul style="list-style-type: none"> - Vandalising school property. – Attempting to leave school premises without permission. - Deliberately throwing objects at others to cause harm. - Bringing dangerous items into school that could harm others.
4. We always listen to others.	<ul style="list-style-type: none"> - Disrupting a lesson. - Talking while the teacher is talking. - Calling out. 		<ul style="list-style-type: none"> - Walking away from an adult who is trying to discuss an issue. 			<ul style="list-style-type: none"> - Creating a substantial disturbance in class which prevents others from learning.

5. We walk quietly and sensibly around the school.	- Running in school. - Talking in corridors without good reason. - Creating disturbances when moving around school.		- Entering school without permission		- Creating a substantial disturbance around school which prevents others from learning.
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