



THE FEDERATION OF
SCAPEGOAT HILL J&I AND
LINTHWAITE CLOUGH JI&EY SCHOOLS

BEHAVIOUR POLICY

Children's rights to education (UNICEF)

We believe all children have the right to high quality content and provision of education that is child centred and empowering. Education is a key social and cultural right and plays an important role in reducing poverty and child labour. Furthermore, education promotes democracy, peace, tolerance, development and economic growth.

The education of children shall be directed to:

- The development of the child's personality, talents and mental and physical abilities to their fullest potential.
- The development of respect for human rights and fundamental freedoms and the principles enshrined in the Charter of the United Nations.
- The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate and for civilisations different from his or her own.
- The preparation of the child for responsible life in a free society in the spirit of understanding, peace, tolerance, equality of sexes and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin.
- The development of respect for the natural environment.

Education should consist of essential learning tools such as literacy, numeracy and problem solving combined with knowledge, skills, values and attitudes required by human beings to survive, develop potential, to improve the quality of their lives, to make informed decisions and to continue learning.

General Comment on the aims of education (UNICEF)

In 2001, the **Committee on the Rights of the Child**, the body of experts that monitors the implementation of the Convention, published a paper (called a General Comment) that explained and elaborated on the right to education.

The General Comment on the aims of education provides a very clear overview of what the right to education means in practice. It said that:

- Education must be child-centred and empowering. This applies to the curriculum as well as the educational processes, the pedagogical methods and the environment where education takes place.
- Education must be provided in a way that respects the inherent dignity of the child and enables the child to express his or her views in accordance with article 12 (1) and to participate in school life.
- Education must respect the strict limits on discipline reflected in article 28 and promote non-violence in school.
- Education must include not only literacy and numeracy but also life skills such as the ability to make well-balanced decisions; to resolve conflicts in a non-violent manner; and to develop a healthy lifestyle, good social relationships and responsibility, critical thinking, creative talents, and other abilities which give children the tools needed to pursue their options in life.

SLC Federation vision – to be a community of confident, creative learners thriving together in a rich, inclusive environment that raises the aspirations of each unique child.

Behaviour Policy

What are the aims of our behaviour policy?

This policy aims:

- to focus on the rights of all children to learn;
- to guide the Federation community in creating a positive, safe and happy environment in which all learners thrive;
- to provide a bespoke, consistent approach to behaviour management;
- to outline why we have a bespoke policy;
- to define what we consider to be acceptable/unacceptable behaviour, including bullying;
- to summarise the roles and responsibilities of different people in the Federation community with regards to behaviour management;
- to outline our system of rewards and sanctions;
- to ensure ALL pupils, staff and visitors are free from any form of discrimination.

Why a 'bespoke' behaviour policy?

Learning how to be well-behaved and understanding codes of conduct for a range of social situations is all part of growing up. Making and keeping friends, knowing and using good manners, being polite, respectful and tolerant all enhance children's personal development and opportunities in life. All children are different and come into school at different points on this journey. Therefore, it is appropriate to have a bespoke set of opportunities to offer children, opportunities which allow them to gain experience and understanding at their own pace and from their own starting point. Our end goal is for children to leave our settings confident their own behaviour is excellent and with high self-esteem. They should have the skills to evaluate their own behaviour and the strategies to improve or make changes if circumstances dictate. It is our job to help children to help themselves now and in the future.

Research shows that visual rewards, i.e. merits, stickers, certificates, given regularly can quickly become devalued and demotivating for some children. As an inclusive Federation, we strive to ensure all our children feel valued in what they think, say and do.

With this in mind our policy values:

- Consulting with children on aspects of school life through the school councils, assemblies, discussions and debates in class, PHSE activities, extra-curricular clubs, group work and one to one chats with adults
- The use of positive feedback in the form of praise, positive reinforcement, displaying and sharing of work and achievements, role models and champions and written comments on work
- Encouraging sharing, negotiating and turn taking through collaborative and cooperative work and activities
- Adults – practitioners, students, volunteers, being good role models, setting good examples, in either setting and out of school

- Working with children to help them understand the impact and consequences of their actions – compulsory attendance at 'Reflection Club' for those whose behaviour has been recorded in the break or lunchtime log
- Supporting children of all ages to develop an understanding of appropriate behaviour through the continuous provision, child initiated and independent learning
- Ensuring all children know they are valued as individuals - avoiding stereotypes, judgements or assumptions of individuals even if their behaviour is sometimes unacceptable

Keeping the children at the heart of what we do, learning is made relevant to them following our intent, vision and values. We believe behaviour is a form of communication, therefore poor behaviour is a way to communicate a need not being met. We work hard to build caring and respectful relationships with children, empowering them to seek out an appropriate adult that they can talk to at any time. We remain vigilant at all time; if we identify a child whose behaviour has changed or we have been notified by a family member/carer of a concern for a child's well-being, our members of staff responsible for pastoral care and safeguarding are on hand for support and notified as soon as possible.

Why involve children?

Consultation with children in managing behaviour is essential. Their involvement, through the creation of Scape and Clough Codes of practice, promotes ownership of good behaviour practice, setting rules and developing an understanding of boundaries. This empowers children to also challenge unreasonable or poor behaviour that they either witness or experience.

What is considered to be acceptable behaviour?

Across our Federation, we work hard to instil respect for ourselves and others in children. Our curriculum and pedagogy are based around child-centred learning, choices and negotiation. Lessons, early morning work, circle times, PHSE, assemblies, discussions in class and role modelling are all opportunities we take to develop knowledge, understanding skills and strategies that exemplify acceptable behaviour in and out of school.

Children are expected to:

- Behave in an orderly and self-controlled way
- Take an active role in opportunities that develop good personal, social and learning behaviours
- Show respect to members of staff and each other
- In class, make it possible for all children to learn
- Move calmly and quietly around school
- Treat the school buildings and school property with respect
- Wear appropriate clothing at all times
- Accept sanctions when given
- Attend Reflection club where appropriate
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

We believe expectations are a two way, active process. Therefore children should expect to:

- Be listened to, GIVEN A CHANCE TO EXPLAIN

- Be respected
- Be cared for
- Be disciplined appropriately
- Not be judged or made assumption of
- Be forgiven
- Have the impact of their behaviour explained
- Be directed to a Reflection Club where appropriate
- Have their parents/carers notified of their behaviour – particularly when it has been identified as setting a great example!

What is considered to be unacceptable behaviour?

Below, we outline a range of behaviours we believe are detrimental to the ability of children to learn, respect themselves and others, develop confidence or thrive. These behaviours can reduce inclusion and lower self-esteem. These lists are not exhaustive but give a good idea of what is not acceptable in our schools.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Refusal to 'have a go' at completing class or CCL based activities provided
- Poor attitude or poor behaviour for learning
- Deliberate attempt to stopping others from learning
- being disrespectful, unkind or rude to others

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Inappropriate assault, which is any unwanted aggressive or sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- **Any behaviour a staff member reasonably suspects has, or is likely to, cause an offence, or to cause personal injury to, or damage to the property of, any person (including the children)**

How do we define bullying and what do we do about it?

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

NB: Please see our Anti-Bullying Policy for more details on how to avoid, report or deal with suspected incidents of bullying.

Exclusions

The Headteacher is the only person in school who has the right to exclude a child. Guidance from the local authority will be followed in all instances where either a fixed term or permanent exclusion has become the only option.

An exclusion of any child will only take place if:

- all other options for managing unacceptable behaviour have been explored and found to be unresponsive.
- the rules laid out in the behaviour policy have persistently broken.
- there is perceived or real danger to the safety of themselves, other children or adults in or out of school.

Parents will be included in all discussions and notified as soon as possible should an exclusion be recommended. Children who are excluded from school should not be out of the home during school hours.

What rewards do we use?

As mentioned above, our behaviour system is not based on visual rewards – no stickers, merits etc.

Our children have flourished on positive praise and reinforcement.

Our rewards include

- Sharing work and achievements with peers, staff and parents/carers
- Positive feedback either verbal or written
- Taking work to senior members of staff, including the Headteacher
- Valuing work through the creation of classroom and whole school displays of work

- Giving roles and responsibilities to those who have improved – relative to each unique child
- Children designing, creating and leading activities
- Encouraging negotiation in CCL
- Children developing class rules and code of practice

What sanctions do we use?

Appropriate sanctions based on the individual, the circumstances and background knowledge, are absolutely key to the success of our behaviour policy and principle. It is made very clear that it is the poor behaviour that we are not happy with and not the child themselves. This reflects our belief in the importance of maintaining high self-esteem and good relationships. Our sanctions also reflect the level of seriousness of any incident that has taken place.

Having listened actively to children involved in incidents, to gain their perspective and that of any other children involved, a decision will be made with regard to the choice of sanction and further action including:

- removing the child/children from a situation;
- removing other children/classes from a situation;
- involving senior leaders or the Headteacher;
- speaking to parents/carers;
- attention for another child is required;
- the level of sanction required – missing break/lunchtime, no football at break time;
- reduced choices in CCL etc, completing work during break or lunchtime.

What strategies do we use to manage behaviour?

Through classroom management

Teachers, support staff, student teachers and volunteers are responsible for setting the tone and context for positive behaviour within the classroom.

Adults are expected to:

- Create and maintain a stimulating environment that encourages pupils to be engaged and motivated
- Display the Scape or Clough Code
- Re-enforce the code with their own classroom rules
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting, promoting and praising good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

A consistent whole school management

We are continually developing and supporting positive behaviour management strategies and techniques. We treat children as individuals by using one or more of the strategies listed below to tailor a positive method for dealing with different incidents and different children.

Active listening
Team Teach
De-escalation
Positive handling
Risk assessment
Staff training
Monitoring of behaviour and children's well-being

Team Teach

Team Teach is an accredited, positive behaviour management strategy. The training equips qualified staff and teams to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships at work or in daily life.

De-escalation and positive handling

Positive behaviour management strategies promote an emphasis of relationship building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour which reduce the need for physical intervention. De-escalation ensures our responses to disruptive, disturbing, angry and aggressive behaviours maintain positive relationships and provide safety for all, helping reduce the number of serious incidents involving physical controls, and raising the awareness of the importance of recording, reporting, monitoring and evaluating all incidents involving positive handling.

We see positive handling as just one part of our whole-setting approach to behaviour management. As such, our behaviour management strategy is entirely compatible with Positive Behavioural Support (PBS) approaches for children with special educational needs or learning difficulties.

Positive handling techniques to resolve conflicts in ways that are safe, and which provide opportunities for repair and reflection for everyone involved are viewed as a last resort. Following the above philosophy, staff trained in Team Teach will use the approach in some of the following circumstances in order to prevent children:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the appropriate log, kept locked in the office
- Be reported to parents and carers as soon as possible

How do we make our policy completely inclusive?

Child centred support

The Federation recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to

challenging behaviour is differentiated to cater to the needs of the unique child. The Federation's Inclusion Manager will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Off-site behaviour

Our expectations of children's behaviour off-site is just as high as it is in school. Children are taught to understand that they represent their respective school and the Federation. Poor behaviour lets themselves and others down. Poor behaviour off site will result in sanctions on returning to school. For example poor behaviour during a swimming lesson may result in the child not taking part in lunchtime activities. Parents and carers will be informed of any poor and unacceptable behaviour that takes place on educational visits and visits to the local high school.

What are the roles and responsibilities of staff, parents and children?

Governors

The SLCF Governing Body is responsible for reviewing and approving the written statement of behaviour policy at two yearly intervals.

The SLCF Governing Body will review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the SLCF Governing Body, giving due consideration to the views of staff and children. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Respecting the rights of children to feel safe and learn in school
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see below)
- Challenging the contents of implementation where it is deemed unsupportive to children

The Senior Leadership and Wider Leadership Team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the behaviour policy and Scape or Clough Code Behaviour codes
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support school in helping their child to raise their self-esteem and improve standards of behaviour in and out of school

Children

See Page 3 – What children should expect.