



TweedLearning

— FEDERATION —

Behaviour Statement and Policy

2024-2025

Document monitoring and evaluation

This policy has been officially adopted by the Governing Body.

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Approval & Authorisation			
	Name	Job title	Date
Approved by	Gary Hilton	Head Teacher	Sept 2023
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Behaviour Statement & Policy



Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of children's behaviour at Tweed Learning Federation. It is a working document designed to enhance the positive relationships between children, adults working in schools, parents and other members of the wider school community.

The policy is the result of consultation with pupils, parents and governors, staff discussion, auditing of behaviour and ongoing training. It reflects current practice within the school and its fair and consistent implementation is the responsibility of all staff. Children have contributed to the behaviour policy through their involvement in the development of the school's rules, Christian Core Values and will be asked to be involved again in reviewing the policy in two years' time.

Behaviour Statement

As Church of England schools, we seek to further the work of Christ by expecting, nurturing and demonstrating our Christian vision and values which are central to all we do. We believe that all pupils, staff, governors and parents are part of a community and our mission statement reflects our vision for the whole school community, ***'To realise the potential within every child, by providing the encouragement and challenge to inspire a love of life-long learning, within a caring community with Christian values and beliefs at its heart.'*** We use the teachings of Jesus to guide us in this goal, ***"I can do all this through him who gives me strength."*** Philippians 4:13. He inspires us to live out our Christian values and to strive for Excellence in all that we do; celebrating the light of life in all its fullness.

We believe that our pupils are entitled to receive their education in a safe, caring environment, free from fear and intimidation. All staff, pupils and parents will be encouraged to share these Christian values and translate them into action.

We promote our Christian values within the school day to day through our relationships with each other. The values we strive to live by are given context using Bible stories and passages and are reflected in living and diverse examples within modern life. We learn about endurance (Matthew 26), service (John 13:1–17), compassion (Colossians 3:12), friendship (Ecclesiastes 4:10) and justice (Exodus 23:2-6) through the example of Jesus and teachings in the Bible.

Aims and expectations

The Tweed Learning Federation expects the highest standards of behaviour possible within each child's capability, maturity and the context in which they are operating. We will teach children appropriate social and moral behaviour and self-discipline through the integration of personal, social, moral and religious education into the school curriculum.

We will help children achieve this by providing clear and consistent boundaries and guidelines for them, demonstrated through the daily actions of adults and peers. The school also recognizes the vital role parents/carers play in developing a child's behaviour, therefore it is an expectation of the school that parents work in partnership with staff both to intervene when appropriate, but more importantly to help role model positive behaviour in their normal daily actions.

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The aim of the Tweed Learning Federation is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

Staff at the Tweed Learning Federation have completed the *Safety Intervention Training* programme.

This is a whole school embedded approach which lays the foundations for staff to structure consistent, calm approaches and interventions to effectively deescalate and manage behaviour incidents. It provides a common framework for decision making and problem solving to ensure the care, welfare, safety and security for all.

Through this policy we will aim to:

- promote a positive, caring and supportive whole school ethos based on our core Christian values (endurance, justice, service, compassion, friendship) which values and fosters the contributions of all
- develop self-esteem and self-discipline.
- promote understanding of and respect for others and a regard for their safety and well-being.
- provide a consistent approach by all adults working in school.
- promote the children's respect of their own and other people's property and the environment.
- help children develop a clear and acceptable view of what is right and wrong.
- promote children's spiritual, moral, social and cultural development throughout their school life.
- promote firm action against all forms of bullying.
- promote firm action against all forms of racism.
- handle misbehaviour quickly using a range of positive strategies, dealing with the children in a consistently fair, firm and caring way.

Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- The Education Act 2011
- The Children Act 1989
- The Equality Act 2010
- SEND Code of Practice 2014

This policy has due regard to the following guidance:

- DfE (2013) 'Use of reasonable force in schools' DfE
- DfE (2019) 'Working Together to Safeguard Children'
- DfE (2020) 'Keeping children safe in education'
- DfE Reducing the need for restraint & restrictive physical interventions (2019)

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This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Physical Intervention Policy
- Child Protection & Safeguarding Policy
- Code of Conduct Policy

Policy Guidelines

The behaviour and discipline policy of the school depends upon all staff, teaching and non-teaching, endeavouring to achieve these aims by understanding and being able to implement its procedures.

In planning, delivering and evaluating the curriculum we recognise that the quality of its content and the teaching and learning methods through which it is delivered and differentiated are important influences on pupils' behaviour and values.

To provide a level of consistency and understanding for behaviour, the school has adopted a set of behaviour rules designed by staff and children to support and nurture positive behaviour outcomes both inside and outside of the classroom based on and to support British Values.

Rules for Positive Outcomes:

1. We will care, respect and try to understand each other.
2. We all have a say in our school.
3. We will follow the directions of teachers and helpers.
4. We have a positive attitude to learning and will try our best.
5. We will respect others and expect them to show respect.

These rules are displayed in each classroom to support adults and children in developing the behaviour we strive for at Tweed Learning Federation and associated positive outcomes.

Adults in school

All staff will:

- reinforce positive values throughout the curriculum, through delivery of core Christian values, Personal, Social and Health Education, Collective Worship, British Values, Social, Moral, Spiritual and Cultural Development and Religious Education
 - be responsible for the conduct of children anywhere on the school premises and while supervising them out of school.
 - have a responsibility to foster self-esteem through valuing each child, encouraging classroom success and developing relationships with peers, staff and visitors based on mutual respect and trust.
 - give children increasing opportunities for responsibility within class and school.
 - encourage children to feel responsible for their learning, to be capable of success and to reflect on their progress.
 - recognise and praise good behaviour.
 - set high expectations of behaviour which are explained to the children .
 - present a consistent approach which make expectations clear.
 - listen to the children; encourage them to reflect upon their actions and possible
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alternatives.

- provide children with positive role models.
- establish and reinforce clear and consistent boundaries.
- provide a stimulating school environment, an appropriate curriculum and suitable playground activities.

Working with parents and carers

The school has an 'open door' policy for parents with any behaviour concerns in relation to their children, as we believe the relationship between school and home is vital in supporting the development of a child's behaviour and preparing them to be a positive citizen in the future. With this in mind the school's expectations for working with parents/carers are as follows:

- Positive home / school liaison and good community links will be promoted.
- Parents will be informed of good as well as inappropriate behaviour.
- Parents will be involved at an early stage of particular difficulties with individual pupils.
- Parents will be notified as soon as possible about any serious incident and given an early opportunity to discuss the matter.
- We aim to involve parents in decisions to negate negative behaviour and work with school in developing appropriate and consistent guidelines.

Strategies to Promote Positive Behaviour

An effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, positive and desired behaviour arises from good relationships and from setting high expectations of positive and desired behaviour across the school.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

Rewards may include:

- Formal and informal praise to an individual
- Celebrating praise of an individual with the whole class
- Sharing good behaviour with paired teacher and class

- Sharing good behaviour with Head teacher
- Achievement certificates
- Class reward systems
- Golden Book Achievement

Sanctions and Consequences

We recognise that all behaviour is a form of communication. While dealing with any incidents of challenging behaviour, staff should follow these three over-riding principles, incorporating the values and ethos of the Tweed Learning Federation and Safety Intervention Training principles:

Calm, consistent adult behaviour – children should be dealt with calmly and directly referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a reward or sanction that is reasonable and proportionate to the behaviour. Sanctions will generally have two steps.

1. The first step is to stop the misbehaviour by interrupting.
2. The second step is to redirect by providing an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.

Fresh Start and Restorative Approaches – although persistent or serious misbehaviour will be recorded and monitored, every child must feel that every day is a fresh start as is every lesson.

It is imperative that any consequence is applied fairly and the reasoning fully explained. If the class/school rules are broken the following procedure will be followed:

Physical Intervention

In certain and specific rare situations, members of staff will be permitted to use physical intervention where they deem it to be appropriate. This also applies to any individual whom the headteacher has identified as temporarily in charge, such as volunteers.

Where physical intervention is required, the school will abide to the following guidance:

- The purpose will always be to reduce the level of risk and maintain safety for all parties.
- It will be the least restrictive and for the least amount of time necessary to manage the risk presented.
- It will be reasonable and proportionate to the level of risk, taking into consideration the individual pupil's circumstances, including medical needs.
- Initial interventions will always focus on *Safety Intervention Training* verbal de-escalation techniques.

For further information please see the Physical Intervention Policy.

Managing serious behaviour

Bullying, harassment and racist behaviour of any kind are totally unacceptable. All adults in school must be alert to signs of bullying, harassment and racist behaviour and act promptly and

firmly against them. We will encourage children to tell staff about the cases of bullying, harassment and racist behaviour of which they are aware. This will include physical, verbal and social actions. Children must be made aware that staff will always follow up any incident that causes distress. (see Anti-bullying policy)

Staff will record all racist incidents, including the date, the names of the perpetrator and the victim, the nature of the incident and the action taken in response. The record should be passed to the Head teacher. Governors will be informed of the number and nature of such incidents and the action taken to deal with them. Governing Bodies will inform the Local Authority of racist incidents as and when they occur. The parents of the children involved will be notified.

Where a child's behaviour at school indicates serious problems, support services (e.g. CYPS etc) will be contacted and liaison between all parties will be maintained through an Early Help Assessment (EHA). Individualised behaviour plans are implemented and monitored regularly (see Appendix).

All information relating to incidents are recorded centrally using the schools CPOM's system, which enables a fully secure record of behaviour incidents and the subsequent actions. Governors are provided with termly anonymous updates of incidents to ensure the school's approach to behaviour meets the ever-changing needs of the children.

We aim to provide consistent boundaries of acceptable behaviour. These boundaries are outlined below:

- Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding the age of the child, as far as the sanction is concerned.
- Each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking the rules will lead to sanctions. Normal sanctions will include a verbal reprimand and a reminder of expected behaviour, loss of free time, moving to sit alone, time in a paired class, letter of apology or loss of responsibility.
- Parents will be involved at the earliest possible stage if problems are persistent or recurring. A home/school diary may be used to monitor behaviour.
- Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school site, verbal abuse, refusal to work and disruptive behaviour in class. This type of behaviour is dealt with severely and must be referred to the Head teacher. Any such behaviour incident must be logged in the school behaviour record, (CPOM's).

Roles

Role of the School Council

The School Council meets approximately once a month. The School Council consists of two elected children from Early Years - Y4. School Councillors wear special badges that identify them throughout the school.

As part of their duties, the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school.

Role of Parents/Carers

Parents and carers have an important role to play in their children's education and are invited to work together with the schools. We are very eager to promote the importance of having strong links with parents and good communication between home and school. Therefore we seek to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action. If parents have any concerns about their children, they should initially contact the class teacher. The Headteacher may then be involved and, if the concern remains, they should contact the school governors.

Role of Non-teaching Staff

All school staff have a responsibility to uphold the behaviour policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable and may pose a risk to themselves and others.

Lunchtime Supervisors are in close touch with the class teachers and communicate with them about incidents of positive and negative behaviour at lunchtime.

Role of the Class Teacher

The Tweed Learning Federation understands that good classroom organisation is imperative to promoting positive behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Tweed Learning Federation are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere by acting calmly and consistently.

It is the responsibility of the class teacher to ensure that the School Rules are upheld in their class, and that their class behaves in a responsible manner during lesson time.

Role of the Governors

The governing body has the responsibility of ensuring general guidelines on standards of discipline and behaviour are set across both schools, and of reviewing their effectiveness. The governors support the Headteacher in implementing and adhering to these guidelines.

Role of the Headteacher

It is the responsibility of the Headteacher (under the School Standards and Framework Act 1998) to implement the school behaviour policy consistently throughout both schools, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of challenging behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.