



Maidstone-Causton Federation

Behaviour Policy

Adoption/Review	Committee	Author	Lead Person	Review Date
September 2018	LEARNING AND ACHIEVEMENT COM.	Exec HT	Exec HT	Sept 2019

Our behaviour policy helps us to create a caring, stimulating, and secure environment.

We recognise that whilst this policy applies to the vast majority of our children, areas of the policy will be adapted to suit individual needs where reasonable adjustments are needed.

The principles of our behaviour policy

- To raise pupils' self esteem
- To promote/develop empathy and respect for self and others
- To ensure the policy is fully understood and is consistently implemented throughout the school
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions
- To develop an awareness of and adherence to appropriate behaviour
- To encourage pupils to value the school environment, its property and its routines
- To ensure that positive behaviour is always recognised
- To work within a positive, proactive reflective and flexible approach to behaviour management
- To ensure that parents/carers are a vital part of communication and are aware of expected behaviour
- To ensure all children and adults feel happy and safe at all times

Managing Behaviour and Creating Calm

For all staff to commit to the Federation ethos of Enjoy, Achieve, Thrive it must be a certainty to set routines and recognise all children.

Setting routines will mean -

children feel a sense of belonging

children feel safe/valued

good role models are set

set language

everyone shares patience

everyone shares resilience

there is immediacy when routines are not followed

taking responsibility for your classes -behaviour management- extreme circumstances SLT

Recognition for all will mean -

Seesaw and Target Tracker Link is a valuable tool to link school and home

praise

generosity

kindness

interest

friendship

resilience

enthusiasm

excitement

Examples of Behaviour and the Sanction / support that follows

Refusal to engage in learning	<ol style="list-style-type: none">1. Warning and support given to encourage child to engage with an explanation.2. A Time Out is given and recorded.3. In your classroom keep in to finish work.4. If still not finished goes home with a letter to parents.5. Copy of the letter must be retained and given to Assistant Head of School.
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<p>If the WHOLE class is being disturbed by one child</p>	<ol style="list-style-type: none"> 1. Warning- explain that their behaviour is disrupting the class and they will be asked to leave if it continues. 2. Teacher to support that child to refocus on learning. 3. A Time Out is given and recorded. 4. Call for assistance. Child will first be offered support to rejoin class activities. If unsuccessful the child will be removed to get their work done and allow the class to continue learning. 5. Parents will be informed by letter. 6. If this occurs 3x in a half term period then parents will be invited to school to meet class teacher.
<p>Unreasonable verbal abuse to adult or child or both in the classroom</p>	<ol style="list-style-type: none"> 1. Warning- explain that their behaviour is disrupting the class and they will be asked to leave if it continues. 2. Teacher to support that child to refocus on learning. 3. A Time Out is given and recorded. 4. Call for assistance. Child will first be offered support to rejoin class activities. If unsuccessful the child will be removed to get their work done and allow the class to continue learning. 5. Parents will be informed by letter. 6. If this occurs 3x in a half term period then parents will be invited to school to meet class teacher.
<p>Physical abuse to adult, child or property in the school</p> <p>Threatening behaviour to adult or child in the school</p>	<ol style="list-style-type: none"> 1. Call for assistance and remove child to get their work done and allow the class to continue learning. 2. Parents will be informed by letter. 3. If this occurs 2x then parents will be invited to school to meet with the class teacher. 4. This could lead to a fixed term exclusion.
<p>If the child leaves the classroom without permission</p>	<ol style="list-style-type: none"> 1. Teacher to follow and provide support. 2. If there is no TA in the room, call to inform that 'a child' has left the room and state the class. 3. Allow the child time to manage their own behaviour. 4. Risk Assessment adapted
<p>If the child leaves the school building without permission</p>	<ol style="list-style-type: none"> 1. Adult with the child to follow and alert SLT/learning support mentors. 2. Call for assistance immediately if adult becomes concerned. 3. Risk Assessment adapted
<p>If the child leaves the site without permission</p>	<ol style="list-style-type: none"> 1. Call for assistance immediately. 2. Follow at a reasonable distance. 3. Office will call Police and Parents.

	4. This will lead to a fixed term exclusion.
	5. Risk Assessment adapted

Letters Home

When a child receives 3 of these letters in a 2 week period

- Teacher to call parents for a discussion / meeting
- Minute the discussion
- Continue to monitor
- Following the Behaviour Policy, all letters that are sent home must be copied and time out sheets / evidence must to be attached and kept in behaviour log

Individual Behaviour Plan (IBP)

This is used as a first step to managing pupil behaviour. These will be clearly written with 2 or 3 targets that are worked on, with the child and strategies to achieve these

Suffolk Pupil Support Framework (SPSF)

This will be set up for pupils who have several fixed term exclusions that may lead to a permanent exclusion for those children whose behaviour is deteriorating rapidly. SPSF is a school based intervention to help individual pupils manage their behaviour in a better way. It is a child-centred approach. Parents are also involved in the programme. An Inclusion Co-ordinator from the Local Authority works with us on any SPSF.

As part of the SPSF a risk assessment and management plan will be written. They are signed by the parents and reviewed on fortnightly basis. If a child is being supported by County Inclusive Support Service (CISS) then they offer guidance and support.

Exclusions

The ultimate sanction is exclusion from school. It is an strategy open to the schools in response to serious breaches of the school's behaviour Policy, or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other pupils.

Usually it is the last resort as an acknowledgment by the school that has exhausted all available strategies for supporting the child. There may also be exceptional circumstances where a child is excluded for a one off offence.

Work will be organised for the pupil while they have been excluded. Parents should arrange for the work to be collected and returned. If the exclusion is to last more than 15 days then the LA will be contacted to arrange an appropriate package of education for the pupil.

Uniform

Maidstone and Causton have a school uniform, it is compulsory. We believe the children look very smart and they are proud to belong to their school. For this reason there are rules for uniform that we expect all children to follow:

- Children must wear school shoes, no boots or trainers and no heels are allowed
- If your child wears a hoodie to school they must remove it and wear their school jumper during the day.
- If your child wears earrings, please ensure they are studs for health and safety reasons hoops are not allowed.
- We advise against wearing jewellery (rings, necklaces bracelets, watches) for health and safety reasons. No jewellery can be worn during any PE session or Club.
- Make up of any description, including nail varnish and hair dye, are not allowed.

If your child does not adhere to the uniform rules in school you will receive a letter home. If several letters have been received and your child is still not in the correct uniform a meeting will be arranged with a member of SLT.

Appendices

Reporting Formats

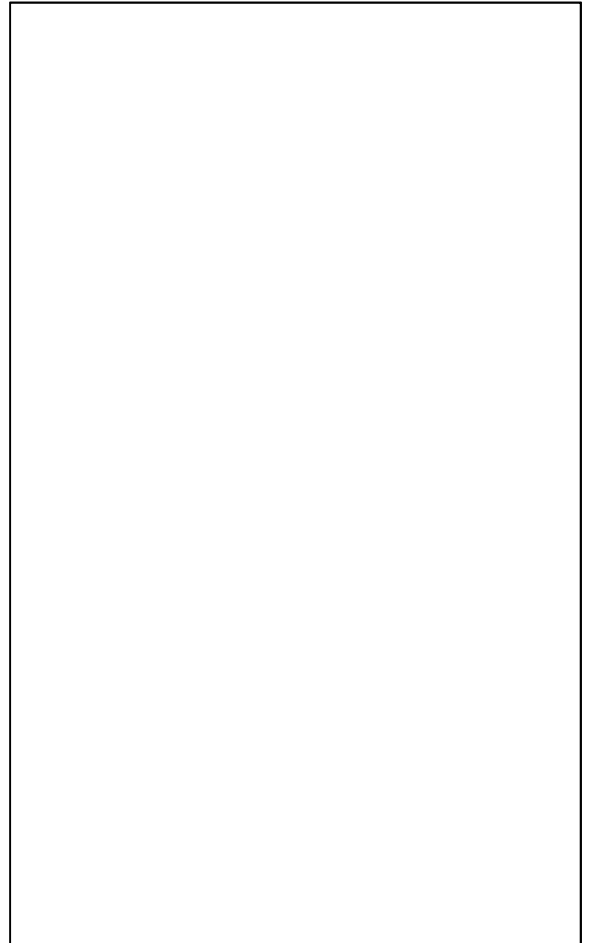
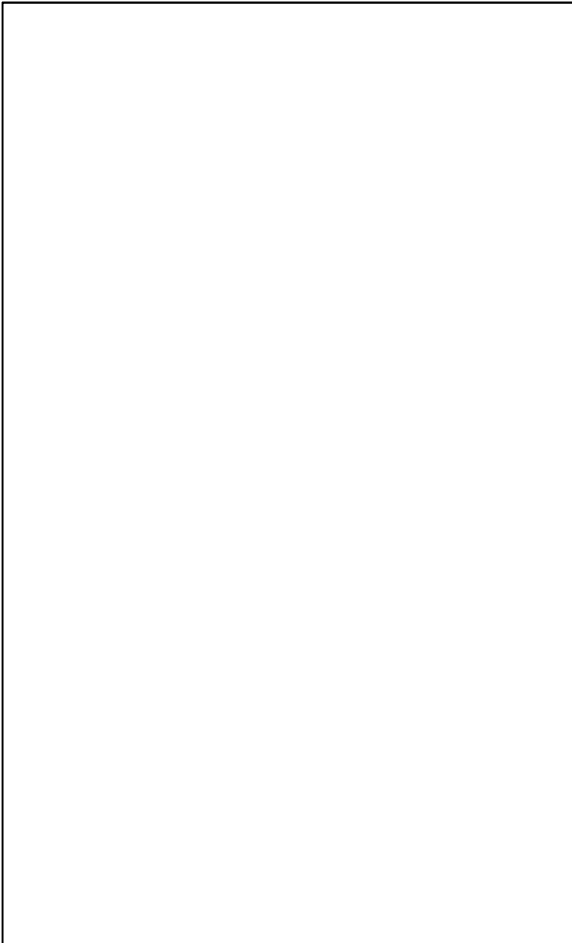
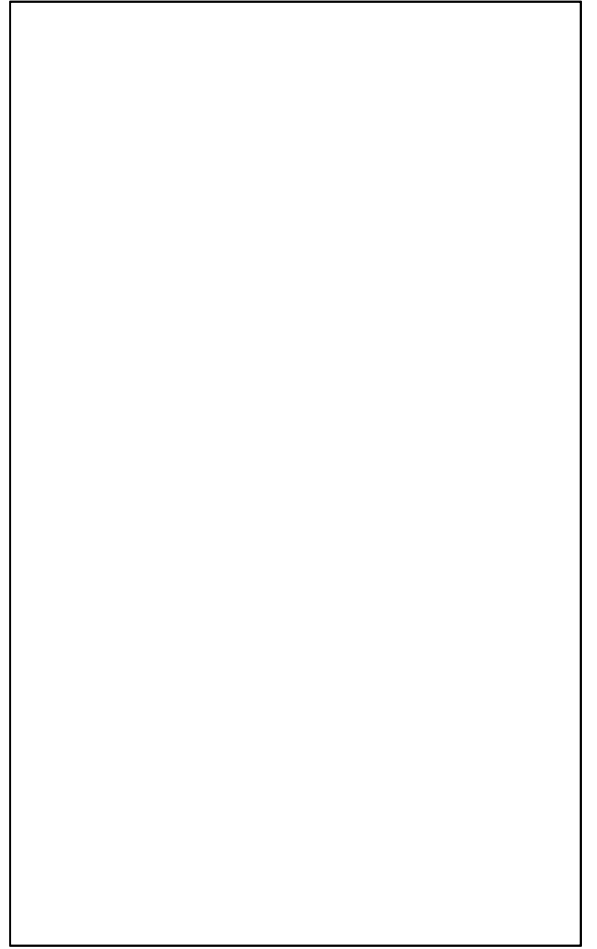
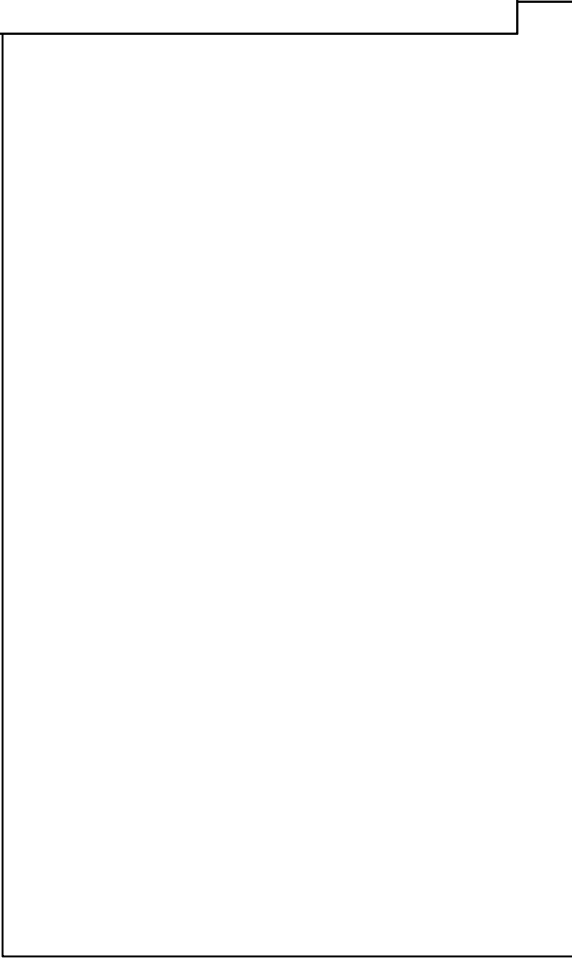
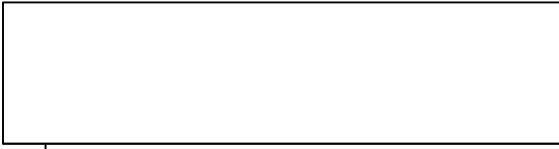
Pupil Self Reporting Form (IRF1)

Name
Class
Date

What happened?	
Where did it happen?	
When did it happen?	
How did you feel?	
What do you want us to do (The School)?	

Completed by: _____ Date: _____

When completed please hand to Head of School immediately.



Incident Report Form (IPF)

Incident reported by:

Position:

Details of people involved						
	Names	Gender	Year Group/staff/parent/adult	Ethnic origin code (refer to office)	Role* (see below)	SEN/Disability
1.						
2.						
3.						
4.						
5.						

*V=victim P=perpetrator A=associate W= witness D=Defender

Type of incident (please tick or state)						
Racist	Faith, Religion or Belief	Sexual Orientation	SEN/disabilities	Age	Gender	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>						
Other	_____	Transgender	Appearance/Health conditions			

Nature of incident (please tick)				
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Physical aggression	Name calling/verbal	Graffiti	Offensive literature
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Cyber bullying	Incitement of others/coercion	Refusal to cooperate	Spreading rumours	<input type="checkbox"/> <input type="checkbox"/>
Written	Extortion	Intimidation/threat	Offensive badges or Insignias	
Taking/damaging	Deliberate exclusion/	Directed at someone	Other (please	

of possessions	ostracism	the victim associates with	specify)
Brief description of the incident			

Other Actions:	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Medical treatment required?	Referral to other agencies?
Police Involvement?	Specific report from staff attached?
Report to Governors?	Other?

Details of actions agreed with everyone involved

Checklist (tick as appropriate)	
<input type="checkbox"/> <input type="checkbox"/> Repeat Perpetrator	Parents/Carers notified <input type="checkbox"/> <input type="checkbox"/>
Repeat Victim	Discussion with all involved <input type="checkbox"/>

Completed by _____ (please sign and print name)

Role _____ Date _____

On completion this form should be passed to Head of School immediately.

Incident reporting form for Serious Incidents (IRF5)

Name of pupil:	Date and time of incident:
Class and Year group:	
Where did the incident / issue happen?	
Names of staff involved in resolving / supporting :	
What happened?	
Unwanted behaviours: (tick all that apply and add detail where necessary)	
Biting <input type="checkbox"/>	<input type="checkbox"/> Swearing <input type="checkbox"/>
Kicking <input type="checkbox"/>	_____ Climbing <input type="checkbox"/>
Verbal <input type="checkbox"/>	<input type="checkbox"/> abuse <input type="checkbox"/>
Hitting <input type="checkbox"/>	_____ Hiding <input type="checkbox"/>
Threats <input type="checkbox"/>	_____ Running <input type="checkbox"/>
Pushing <input type="checkbox"/>	Throwing <input type="checkbox"/> Other <input type="checkbox"/>

How was the incident / issue regulated?

Tag team of staff Distraction Expected behaviour explained

Consequences reiterated Class removed Matching strategy

Pupil removed to: _____ by: _____

Other:

Consequences

(e.g. Parent/guardian contacted, Risk assessment / PSP/IBP updated, Internal / External Exclusion, discussion with child)

Injuries sustained by pupil or staff

Report completed by:

Role:

Signature:

Date:

Class Teacher signature:

Executive Head Teacher signature:

On completion letter to inform parents must be completed.