



**Devon Moors
Federation**

BEHAVIOUR POLICY

Signed by the Executive Head

Signed by Chair of Governors

**Agreed at the FGB Meeting on 11th July 2023
This policy will be reviewed biennially**

Devon Moors Federation Behaviour Policy

1. General Philosophy

This policy reflects the Federation's aims, ethos and values. It is vital that everyone in the federation understands its aims, ethos and values and knows what is expected of them and what role they play within the organisation. We want our schools to be a happy and purposeful environment, offering many diverse and fulfilling opportunities for all.

The philosophy of the Behaviour Policy for Filleigh, Coplestone, Shute, Kilmington and Spreyton Schools is embodied in the Code of Conduct, which was drawn up by children and staff.

Code of Conduct

We should be friendly, kind and polite to one another.

We should walk around school sensibly, particularly near stairs and steps.

We should be pleasant to each other and use good manners.

We should use appropriate language and always tell the truth.

We should do, and accept things, with a good grace.

We should be patient and listen to others.

We should look after school property and people's belongings.

We should pick up and throw away our rubbish and help keep the school tidy.

We should treat others properly and think about how we use our hands and feet.

We will learn how to sort out our disagreements sensibly.

2. Aims of Policy

- to develop a moral framework within which initiative, responsibility and sound relationships can flourish;
- to enable children to develop a sense of self worth and a respect and tolerance for others;
- to help children develop an ability to make appropriate choices in independent situations;
- to produce an environment in which children feel safe, secure and respected.

3. Objectives

- self control;
- sensitivity and consideration for others;

- a pride in themselves and their school;
- self confidence;
- enthusiasm for school life.

For children to develop:

- responsibility for their behaviour, learning and their environment;
- an independence of mind;
- a sense of fairness;
- an understanding of the need for rules and have a part in developing them (i.e. Code of Conduct/Golden Rules);
- a respect and tolerance for others' ways of life and different opinions;
- non sexist attitudes;
- non racist attitudes;
- a persistent approach to tasks;
- an acceptable reaction to bullying and abuse;
- appropriate social skills as a member of a community.

4. Implementation

Staff

All staff:

- will treat all children equally, irrespective of gender, race, religion, family ties or otherwise;
- play an active part in building up a sense of community and will apply the agreed standards of behaviour consistently;
- have a responsibility to model the type of behaviour felt to be acceptable;
- will be alert to signs of bullying and racial harassment and will deal firmly with and will alert other staff to such problems;
- will record any incident of racial harassment;
- will deal sensitively with children in distress, will listen to them and deal with any incident appropriately;
- will support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties.

5. Children

- Children's achievements, academic or otherwise, will be recognised.
- Rewards will be accessible to all children.

- Assembly will be used as an opportunity to acknowledge achievements and to foster a sense of community.
- Children will be encouraged to share their achievement with other members of staff, their parents and other children.
- Examples of children's work and achievements will be displayed in the classrooms and around the school.

6. Unacceptable Behaviour

Unacceptable behaviour includes:

- disobedience;
- biting, spitting, hitting, strangling, kicking or any other unwanted physical contact;
- foul language and swearing;
- making unkind remarks;
- damaging property;
- answering back, rudeness or aggression to others;
- stealing;
- truancy;
- racist comments;
- forming gangs and bullying;
- cyber bullying.

Temper tantrums and physical disputes must be dealt with and the pupils restrained if necessary (see separate guidance on agreed practices for physical restraint).

7. Sanctions

A firm reprimand from a member of staff is expected to be sufficient to correct errant behaviour. However, if this fails to correct the behaviour of a child the following procedures may be adopted:

(a). In the classroom

Time out – removal from the scene of an incident. This may mean working at a different place, or working in another classroom by arrangement with the class teacher.

(b). In the playground

- A pupil is taken aside for a five minute cooling off period.
- A community task – e.g. picking up litter, tidying a shelf or cupboard.

8. If the above sanctions do not lead to a modification of behaviour, the following may be considered:

- Referral to the 'Code of Conduct' they agreed to at the beginning of term
- Exclusion from a favoured activity – this must be immediate, but can only be used occasionally. It has to be considered whether it is educationally sound to deprive children of particular lessons. They cannot learn to behave in lessons if they are removed from the classroom.
- A verbal disciplining from a member of staff.
- Seeing Head of School
- A requirement for a written apology
- The establishment of a behaviour record
- A letter/telephone call to a parent from the Head of School.
- A meeting with parent(s).
- A regular feedback to be given to the Head of School.
- Other sanctions following discussion between parents, class teacher and Head of School.
- Exclusion from the right to represent the school. This sanction should be used only rarely.
- Exclusion from school (DCC guidelines to be followed).

9. Racist remarks

- A pupil is reprimanded and record of the incident kept.

- For a repeated offence, a record is kept and parents informed.
- In persistent cases, parents may be asked to discuss the matter with a school governor.

10. Rewards

Rewards for good behaviour include:

- praise from staff;
- responsibilities given;
- celebration assemblies;
- certificates;
- showing good work to the Head of School;
- showing good work in school assembly;
- showing work during appropriate class time;
- the use of stickers - individually staff may wish to award stickers for merit and do so at their discretion.
- Behaviour bear each week at Filleigh.

11. Parents

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important.

We expect Parents:

- to give their full support in dealing with their child's behaviour.
- to keep us informed of behaviour difficulties they may be experiencing at home;
- inform us of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family;
- inform us about their child's ill health and any absences connected with it.

The school will endeavour to achieve good home/school liaison by:

- promoting a welcoming environment within the school;

- giving parents regular constructive and positive comment on their child's work and behaviour;
- encouraging parents to come into school on occasions other than parents' evenings;
- keeping parents informed of school activities by letter, newsletter etc;
- involving parents at an early stage in any disciplinary problems.

12. Other Agencies

Full use will be made of such agencies as Education Welfare, Social Services, Health Services and the Educational Psychology Service when appropriate.

13. Police

Value is placed on creating a good relationship with the police force.

14. Care of school premises and sites

Everyone in the school is responsible for the care of the school premises. Children and staff are encouraged to feel a sense of ownership for the school and its environment.

- Children's work will be displayed to a high standard.
- Property and belongings will be treated with respect.
- The building will be kept clean and tidy.
- Rubbish will be disposed of appropriately.
- The grounds will be kept free of litter.
- The grounds will be well maintained.

15. Special Needs

Children with emotional and/or behavioural difficulties and children who display regular bad behaviour may be identified as having special needs and must be addressed in a systematic way. These pupils will be dealt with sensitively and sanctions/rewards for these pupils may need to be adapted to suit individual needs. They may require a Behaviour Care Plan (BCP) which is discussed and developed with the help of outside agencies (where appropriate), SENDCO, class teacher, parent and child.

16. Severe Misbehaviour

By severe we mean bullying, acts of aggression, assault, violence, vandalism, wilful destruction of property, swearing, stealing, verbal abuse, harassment, indecency etc. Before sanctions are imposed the misbehaviour is investigated thoroughly through interviews with pupils and staff who were present at the time. Once investigated this behaviour is recorded.

For bullying/cyber bullying behaviour, see separate Anti Bullying and Anti Cyber Bullying Policy.

Any severe misbehaviour could result in immediate **letter home** or **exclusion**. This exclusion will usually be a fixed time, short exclusion. However, in some cases the exclusion might be a permanent one if deemed necessary by the Executive Head. The decision to exclude lies with the Executive Head. In the absence of the Executive Head the decision for a short term exclusion may be made by the Head of School.