

Behaviour and Attendance Policy

St. Michael's Federation

**Onny C.E. (A) Primary School and Little Pippins
Nursery**

May 2019

Statement

The law requires schools to have a written behaviour and attendance policy. Ofsted reports that schools are most effective where the behaviour policy is applied consistently.

Our behaviour and attendance policy help us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely and to encourage the involvement of parents/carers in the development of their child.

We aim to enable our pupils to:

- ❖ Be healthy
- ❖ Stay safe
- ❖ Enjoy and achieve in their learning
- ❖ Make a positive contribution
- ❖ Achieve economic well-being
- ❖ Access the full range of learning opportunities in a calm, positive environment
- ❖ Achieve through appropriate expectations of work and behaviour with praise, reward celebration and explicit and consistency of expectations
- ❖ Behave appropriately in a wide range of social and educational settings
- ❖ Value the rights of the individual

We are committed to maximising the achievement of all pupils. Regular attendance and good punctuality are vital to educational achievement. Only then can children fully benefit from the academic, personal and social opportunities which are offered to them. The federation is dedicated not only to the educational development, but also the personal and social development of each child in its care. This is achieved through the emphasis of a positive, happy environment and a full, inclusive curriculum for all pupils. The policy should be read in conjunction with other school policies relating to interaction between adults and pupils.

The policy has been developed in response to national and local authority initiatives which support inclusive learning.

The policy will be reviewed annually during the autumn term by the Head teacher and the Governing Body.

Aims

The Federation aims to:

- ❖ raise pupil's self-esteem.
- ❖ promote/develop a sense of self-discipline and an acceptance of responsibility for their own actions.
- ❖ ensure regular attendance.
- ❖ develop an awareness of and adherence to appropriate behaviour.
- ❖ encourage pupils to value the school environment and its routines.
- ❖ ensure that pupils are confident of their right to be treated fairly.
- ❖ empower staff to determine and request appropriate behaviour from everyone.
- ❖ acknowledge that the maintaining of good behaviour within the school is a shared responsibility.
- ❖ ensure that positive behaviour is always recognised.
- ❖ work within a positive, proactive reflective approach to behaviour management.
- ❖ ensure the policy is fully understood and is consistently implemented throughout the school.
- ❖ ensure effective mechanisms are in place for the monitoring and evaluation of this policy.
- ❖ ensure the rights and responsibilities of all members of the school community.
- ❖ achieve a peaceful and positive solution to any behavioural problems that may arise.

Objectives

The Federation aims will:

- ❖ ensure implementation of government and LA behaviour and attendance recommendations;
- ❖ ensure a broad, balanced education to engage all pupils.
- ❖ ensure the school's behaviour and attendance policy is implemented consistently by all staff;
- ❖ encourage and promote good attendance and behaviour through rewards and incentives.
- ❖ Prompt attention on any behaviour or attendance problems through telephone calls and letters, where necessary.
- ❖ Close liaison with Attendance and Inclusion Services to assist and support parents and pupils where needed.
- ❖ Close contact with the Lead teacher or head teacher for parents to discuss any concerns about learning or behaviour which may impact on attendance.

Co-ordinating Behaviour and Attendance

The Head teacher and Lead teachers are responsible for co-ordinating attendance and behaviour.

Their role is to:

- ❖ work positively with all members of the school community to promote good attendance and behaviour;
- ❖ induct new staff in the school's commitment to improving attendance and behaviour;
- ❖ monitor the inclusion policy and report annually to the governing body on its effectiveness;
- ❖ work with key staff to identify those children who have attendance below 90% to tackle any barriers and help improve attendance.
- ❖ share inclusive expertise with and support the professional development of classroom teachers and teaching assistants to promote and reward positive behaviour.
- ❖ work with all staff to monitor pupil progress and attendance;
- ❖ liaise with parents;
- ❖ monitor attendance and behaviour of individual pupils and groups of pupils and hold regular meetings to tackle any issues.
- ❖ Keep annotated records of significant absence taken from discovery data – this to be kept in Behaviour and Attendance File

- ❖ Liaise with the LA Attendance Officer to analyse attendance data and monitor pupils who have attendance below 90%

The Headteacher will keep governors regularly informed about inclusive provision in the school and this includes information about behaviour and attendance.

All teachers are also committed to meeting the needs of all pupils in their class and promoting the culture and ethos of inclusion within the school community.

Promoting positive behaviour and good attendance

This Federation rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote and acknowledge good behaviour rather than merely to deter anti-social behaviour. Incentive schemes are in place to recognise attendance and achievements. We praise and reward pupils for good behaviour, social skills and work throughout the school day in a variety of ways.

These can emphasise good or improved behaviour and attendance and can include the following:

- ❖ Encouragement and praise for working hard and trying their best Responsive and constructive marking
- ❖ Involving children in assessing their own learning
- ❖ Peer praise e.g. in moderating each other's work

- ❖ Displays of work
- ❖ Positive feedback to parents/carers – opportunities to share achievements with their child
- ❖ Good news and congratulation assemblies e.g. star of the week.
- ❖ Presentations in assemblies
- ❖ Children with 100% attendance receive a certificate at the end of each term.

The Social and Emotional development of our children is given prime importance within the curriculum in our caring Christian schools. Specific interventions are run that give extra support to individuals and small groups who would benefit from these skills. Children are taught to show understanding and empathy towards their peers and to consider how their actions may affect others. Where possible, staff give children the opportunity to reflect and make the right choice about their behaviour.

Teachers have high expectations about children's behaviour. Learning experiences within class are well prepared, stimulating and appropriate for all pupils. Teachers recognise the individual needs of each pupil and encourage children who are easily distracted to stay on task or provide 'thinking time' periods when necessary.

Lunch and playtimes are recognised as times when difficulties can sometimes arise. To reduce potential problems, there are structured activities organised by Lunchtime Supervisors at lunchtimes.

As an inclusive federation and as Church of England Schools we welcome children of all faiths and cultures. We celebrate difference and children are taught to show respect for all. This is central to our ethos of Christian care and concern for all in our school communities.

Behaviour plan

At St. Michael's Federation we see behaviour as a means of communication and therefore try to focus on the trigger for the behaviour rather than the behaviour itself. We work hard to form positive relationships with all pupils and to know the children well, so we can respond appropriately when a child needs support. All staff are empowered to follow the behaviour plan.

Whilst we try to focus on positive behaviour there may be occasions when the following actions need to be put into place to support pupils in making the right choices about their behaviour: We involve parents in their children's behaviour and give positive feedback as well as discussing with them when their child's behaviour has been unacceptable.

In all cases where action is required it is important the following are considered:

- ❖ It must be clear why action is needed
- ❖ It must be made clear what changes are required
- ❖ There should be a clear distinction between minor and major incidents

Initially the teacher or teaching assistant will have a quiet word with the pupil and try to establish the reasons for the behaviour. The child will be given a warning but if the behaviour persists one or more of the following actions may be required:

- ❖ Change of seat.
- ❖ Thinking time for quiet reflection
- ❖ Miss a playtime or part of lunch
- ❖ Written apology or sorry card
- ❖ Work sent home to complete
- ❖ Referral to lead Teacher or Headteacher
- ❖ Feedback to parents

In appropriate lunchtime behaviour will result in: -

- ❖ A warning
- ❖ Five minutes standing by member of staff of duty
- ❖ Class Teacher will be informed, and class sanctions will apply

Each class has a set code of behaviour which is written and revised with their class teachers and shared with everyone in school at the beginning of each term in a special assembly. This takes account of the different approaches needed for each key stage, from Nursery to Year 6.

Behaviour in Nursery and Reception

From the very beginning when children join us in the Nursery, we ensure that the emphasis for behaviour is always on positive reinforcement. We use consistent praise when we see children displaying good behaviours and when they meet our expectations, to make a good example of the behaviours that we want to see for the others.

If we see a child doing something that does not follow the rules, for example running around the setting, we strive to use positive language to help them understand and achieve our expectations, so we would say 'Remember, we walk inside the Nursery' or 'Can you think about how you could move more carefully inside?' This takes the emphasis away from the negative behaviour that is being displayed and instead focuses on the positive and how they should be behaving.

With more persistent issues, for example hurting another child or being rude, we will take a child aside to speak to them in a calm and quiet space, away from the main action of the setting. We encourage discussion and reflection on what the expectations are, as children in Nursery are just beginning on their journey to understanding their own behaviour and the behaviour of others.

In Reception, when behaviour expectations and class rules have become familiar and well-established, we continue the primary approach of positive reinforcement. Again, we use the children as role models for their own peers and use lots of praise for all the good behaviours that we see to encourage this in others.

As in Nursery, if we see a child doing something that does not follow the rules, for example not taking care of some toys, we strive to use positive language to help them understand and achieve our expectations, so we would say 'Remember, we must be gentle and careful with our toys' or 'Can you think about how you could be more gentle and careful with those toys?' With more persistent issues or repeated negative behaviours we would firstly use the approach of discussion and reflection in a calm and quiet space. If the behaviour is repeated or escalates, we will discuss with the child that they will have to stop their play activity and sit quietly in each space for a 2 or 5-minute sand timer.

Any behavioural concerns will be discussed with the parents/ carers at the end of the school day.

Behaviour in KS1 – Beech Class

Beech Class has a "Class Smiley Chart" where all children begin each day in the middle of the chart and earn a place on the smiley side of the chart for good behaviours and work. The children can earn stickers and table rewards for their working groups. Children are put on the sad side of the chart if they are not displaying acceptable behaviours and will miss some playtime, child-initiated time or forest school time therefore. Class and playground behaviour is taken account of on their daily chart. The class also work towards marbles for their class marble jar earning a class reward each half term.

Behaviour in Lower KS2 – Ash Class

The class has a 'Miss Mortopoly' rewards system and class cash. Miss Mortopoly turns can only be awarded by the class teacher, but good behaviour can be rewarded with 1p class cash by any member of staff. If the whole class is rewarded, they can be awarded money for the community cash collection – if the class teacher is informed of the reason for the award, an amount will be decided by the teacher.

Children save their own money to buy small pocket money toys on a price tier of 20p, 50p or £1. In the community cash pot, children save for whole class rewards.

Fines can also be given for poor behavior, there is a list of how much children are fined for different behaviour on the wall in the classroom, the class teacher needs to be informed of the behaviour so that the fine can be implemented.

The children agreed this with their class teacher at the beginning of the year.

Behaviour in Upper KS2 – Oak Class

Oak Class have individual marble pots to collect marbles for good behaviour and can also earn marbles for their collective class marble jar that works towards a class marble reward at the end of each half term. Unacceptable behaviour will result in marbles being taken out of their individual jars. If a child displays persist unacceptable behaviours, then they would miss out on the class marble treat.

Each class reviews their rewards and sanctions systems with the children each half term and each term class rules and codes of behaviour are revised with the children.

Unacceptable behaviour

Whilst we accept that behaviour is often the result of an underlying problem there are behaviours that are unacceptable

- ❖ Physical aggression, such as pushing, hitting or kicking of pupils or staff.
- ❖ Answering back or rudeness
- ❖ Swearing is not tolerated
- ❖ Oppositional or defiant behaviour.
- ❖ Inappropriate comments, gestures or behaviour.
- ❖ Bullying is not tolerated (see Anti Bullying Policy which is based on Church of England guidance for schools).
- ❖ Racist comments are not tolerated and will be logged under hate crime guidance
- ❖ Stealing.
- ❖ Damaging property

If a child displays one of these unacceptable behaviours, then appropriate action will be taken in line with the behaviour demonstrated. There are set consequences for this.

If a child demonstrates unacceptable behaviour at lunch time this is noted in the lunchtime behaviour log by staff on duty. If necessary, a member of lunchtime staff will message the duty teacher to deal with the incident and the duty teacher will then carry out the necessary actions and inform the class teacher and Lead teacher. The Headteacher will then be informed if necessary. Feedback will then be given to parents. All members of staff are familiar with this protocol.

Escalation in Behaviours

On occasions children may have a crisis and need additional support. We will react skilfully when dealing with pupils in need of support if this situation arises. Staff have been trained in de-escalation techniques and will follow their training when dealing with these situations. They will also be familiar with the triggers that might escalate certain behaviours and observe signs that could indicate that a child is in crisis. Two members of staff will always be present when supporting the child.

After a time of crisis, the child will be given a safe place to calm down and the incident will be followed up once the child can calmly deal with this and agreed consequences put in place. The parents will be informed and join feedback sessions. If necessary, a behaviour plan will be drawn up, based on the specific needs and following advice from other appropriate agencies.

Exclusions

In severe instances of unacceptable behaviour, particularly those involving harm or offence to others, including bullying, it may become necessary to exclude a pupil either for a fixed term or permanently. Procedures will then follow Local Authority legislation, based on the Department for education advice document 'Improving Behaviour and Attendance.' It may also be necessary to ask for advice from the Behaviour Support Team or the Exclusion Officer and to devise a Personal Support Plan. Permanent exclusions will be made as a last resort. In these difficult circumstances, the school will work alongside parents and make sure all communication is clear and supportive.

Support systems for Individual Pupil Need

For pupils who have a continued need, with either behaviour or attendance, the class teacher and the head teacher will draw up an Individual Improvement Programme to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including Lunchtime Supervisors. This will give a consistent approach throughout the school day. If the need continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults.

Some pupils with behavioral issues have been given a laminated angry card face. If they are feeling out of control, they should give the member of staff the card, which explains that they should be free to leave the area and find a teacher to speak to – this is explained on the card. Staff should make the judgement as to whether it is appropriate for them to do this alone or whether they need to be accompanied

The school will endeavour to re-integrate children returning to school after long periods of absence by giving them additional support. The Headteacher will liaise closely with parents and outside agencies and, where appropriate, will provide/incorporate a Pastoral Support Programme and Individual Educational Plans into the re-integration process.

External Support

Shropshire Council use Multi-Agency Teams who offer support to schools and parents to work on behaviour and attendance. The Federation has signed up to the Strengthening Families agenda and support can be accessed through this network. Parents must give their consent for this and the Headteacher, Lead teachers and Parent Support Advisor can advise and work with parents.

MAT offers a variety of support mechanisms for parents and schools (including Learning Mentors to work in school, parent support officers, Triple P programme etc.) and decide which ones they feel are appropriate for each case. Children are then able to access the support to help their learning and behaviour.

The school also works closely with the Education Welfare Officers to set attendance targets, monitor individual pupils and support families where necessary. If pupils are persistently late then parents / carers will be contacted.

Professional Development / Support for Staff

St. Michael's Federation will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues for the staff to feel supported and the school is working together to provide a cohesive approach to supporting individual needs.

This will be achieved following the schools safeguarding policy. All staff have copies of this policy for behaviour management to be consistent throughout the school. Staff having difficulties with an individual, class or group should speak to the head teacher.

Working with parents/careers

St. Michael's Federation has an open-door policy where parents and carers are encouraged to visit to discuss any relevant issues. The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education.

Parents are partners in the educational process. The school will act swiftly and sensitively to any parental concerns.

Parents are encouraged to contact the school to discuss any issues impacting on their children's attendance.

What we expect of parents is:

- ❖ To ensure children attend school,
- ❖ To contact the school office on the first day of absence,
- ❖ To inform the school office of any change in address or contact numbers
- ❖ To inform the head teacher and seek authorisation for any forthcoming appointments or holidays to ensure continuity of their child's education by taking holidays during the school holiday period and arranging outside the school day if possible.
- ❖ To ensure that positive behaviour is always recognised,
- ❖ To model appropriate behaviour,
- ❖ To inform the class teacher if circumstances at home have changed so we can understand and respond appropriately to any behaviour changes in school.

Evaluating the Behaviour and Attendance Policy

This policy is reviewed annually in the autumn term along with the Anti Bullying and Equalities Policies. The whole staff are involved in monitoring behaviour in the school and reflecting on the effectiveness of rewards, sanctions and the appropriateness of this policy.

All pupils are encouraged to discuss their concerns about behaviour to their class teacher and their involvement is very much welcomed.

Governors, staff, pupils and parents are involved in the consultation process of this policy and have due regard to their legal obligations in its drawing up and implementation.

Policy reviewed by:

Headteacher – Mrs Penelope Knight

Lead Teacher Onny – Miss Rebecca Morton

Lead Teacher Lydbury – Mrs Victoria Reynolds

Chair of Governors – Mrs Leah Hughes

November 2018

Unacceptable behaviours and resulting sanctions

1	Rough play	<ol style="list-style-type: none"> 1. Warning 2. Stand by adult on duty 3. Report to class teacher who will carry out sanction following break 4. Next break 10 mins missed
2	Swearing	<ol style="list-style-type: none"> 1. Any swearing used results in child having to write an apology in next break 2. Inform Lead/Headteacher 3. Inform parents
3	Swearing or extreme rudeness towards a member of staff	<ol style="list-style-type: none"> 1. Inform parents 2. Behaviour could result in exclusion
4	Child lashing out at another child on purpose Hitting, kicking etc. and/or threatening behaviour	<ol style="list-style-type: none"> 1. Report to teacher and/or Lead/Headteacher Teacher 2. Miss following break 3. Write apology 4. Parents informed 5. Persistent behaviour will result in exclusion
5	Child lashing out at an adult and/or threatening behaviour	<ol style="list-style-type: none"> 1. Parents called 2. Child excluded for their and others safety
6	Child acting in a way that endangers their safety – e.g.; - running away or in serious meltdown	<ol style="list-style-type: none"> 1. Parents called 2. Child excluded for their and others safety safety 3. Community police officer informed if necessary
7	Behaviour escalating with more than one aspect of unacceptable behaviour displayed E.g.- swearing at staff, refusal to follow instructions and threatening behaviour This could be a one off incident or persistent over time.	<ol style="list-style-type: none"> 1. Parents called 2. Child excluded for their and others safety