

Policy: BEHAVIOUR	Status: DRAFT	Policy Number: POL_013
Author(s): John Dexter	Date of issue: 23 November 2020	Version: V1
Approved by: The Governing Body	Effective: 23 November 2020	Review Date: 23 November 2021

**Goodnestone is a place of learning where all are nurtured and supported. Goodnestone has high expectations of all, so they fulfil their God given aspirations within and outside our small school community. Following the example of Jesus, we include all by showing friendship to each other, valuing their unique contribution.**

**Nonington is a place of learning where all are cared for and supported. Nonington has high expectations of all, so they fulfil their God given aspirations within and outside our small school community. Following the example of Jesus, we trust each other, valuing everyone's unique contribution.**

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### **Responsibility**

All adults at the Federation of Goodnestone & Nonington CE Primary Schools have a shared responsibility to ensure the implementation of the behaviour policy.

**The development of positive relationships throughout the federation is central to the effectiveness of the behaviour policy.**

All adults support the development of learning behaviour through positive relationships throughout the federation. All adults model, recognise and reinforce good learning behaviours. All adults use our rewards and sequential sanctions to support effective classroom management.

The Leadership Team is responsible for the development of our federation's policy. Each school uses the curriculum to support the teaching of emotional development, with a focus on developing positive relationships within the federation.

### **Purpose**

The Federation of Goodnestone & Nonington CE Primary Schools aims to achieve high expectations of behaviour by developing positive relationships and promoting learning behaviours in all pupils. We promote a sense of safety through caring and nurturing approaches as this will promote effective learning.

We encourage children to take risks with their learning, challenge themselves through their choice of activity, engage with the curriculum and take personal responsibility for their development.

As inclusive learning communities, rooted in God, our schools focus on learning and ensuring pupils are ready to learn.

Our caring and nurturing environments provide:

- Opportunities for our pupils to develop and grow as individuals
- Opportunities for our pupils to practice the habits of resilience
- Feedback that acknowledges recognition and development for all pupils
- Reasonable adjustments to give equal opportunities for all pupils

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The Federation of Goodnestone & Nonington has an expectation of effective learning in all lessons. Good classroom management is essential for most pupils' effective, positive learning. Additionally, high expectations of manners and courtesy are set within each school.

### Charter

The Federation of Goodnestone & Nonington CE Schools has a Charter which all pupils reflect on:

<b>We explore, wonder, think, question, share and connect (Wisdom)</b>
<b>We respect the culture, beliefs, opinions and values of others (Trust)</b>
<b>We develop our talents (Hope)</b>
<b>We know that we are all unique (Peace)</b>
<b>We help each other (Friendship)</b>

### Acknowledgement

Pupils' good learning behaviours, including collaboration, resilience, resourcefulness, curiosity, perseverance and reflectiveness are recognised alongside academic achievement through star points and certificates. During our weekly Celebration Collective Worships pupils also receive certificates recognising their achievements, which reflect each school's Christian values, learning values and learning words. Teachers are also able to use systems that reward the class collectively.

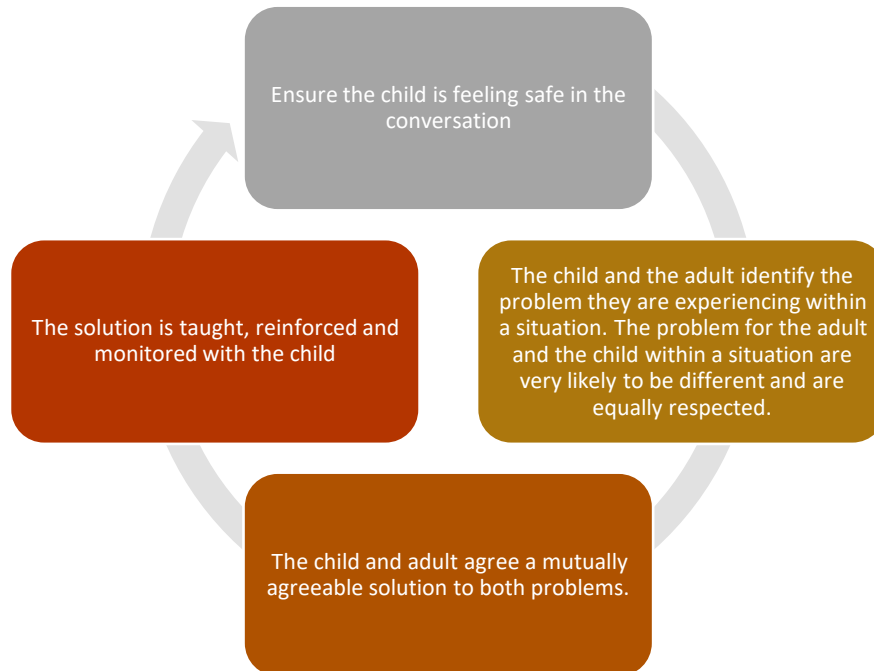
### Collaborative Conversations

All staff identify situations when these pupils are experiencing difficulty and log the difficulty and identifying skills or understanding the child needs to be taught.

Our federation encourages staff to engage in collaborative conversations with pupils to problem solve and change their behaviour.

A Collaborative Conversation has the following stages:

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Staff recognise that a child's difficult might not be within the context of the adult problem. Staff actively listen to the child to understand how the situation is seen through the child's eyes. The collaborative structure models to the child how to think through situations and problem solve.

### First Aid

Our Federation recognises that it is important to understand the reasons for pupils behaviour and recognises some behaviour results from pupils social, emotional or mental health difficulties. Our school promotes the use of Psychological Informed First Aid. Staff:

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**Look**

For signs of distress

**Listen**

Even a short time can be great  
Use good empathy  
Build understanding  
Be kind

**Link**

Them to sources of support  
Remember community  
activities like clubs, faith  
groups, physical activities  
Charities and statutory  
agencies  
On-line resources

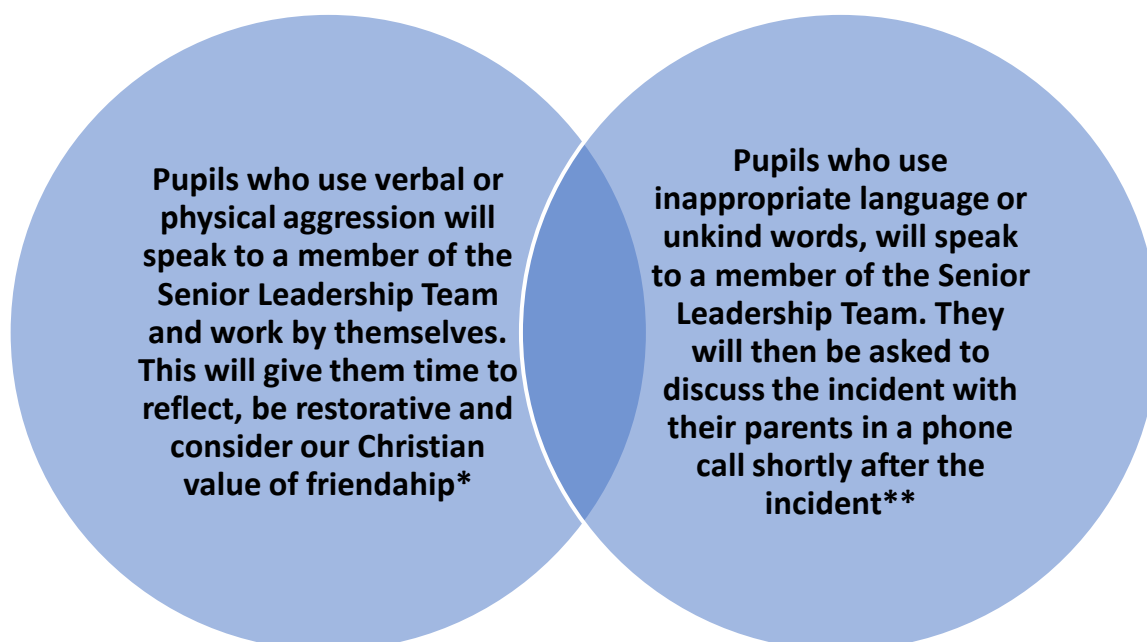
*(WHO 2*

*(Wellbeing for Education Return, 2020)*

**Sanctions**

The Federation of Goodnestone & Nonington CE Primary Schools does not countenance the use of directed verbal or physical aggression or the use of inappropriate language. Our federation acknowledges that when this rule is broken, it makes other pupils feel anxious or unsafe. Therefore, incidents are responded to in a way that catches the child in the moment and addresses the behaviour.

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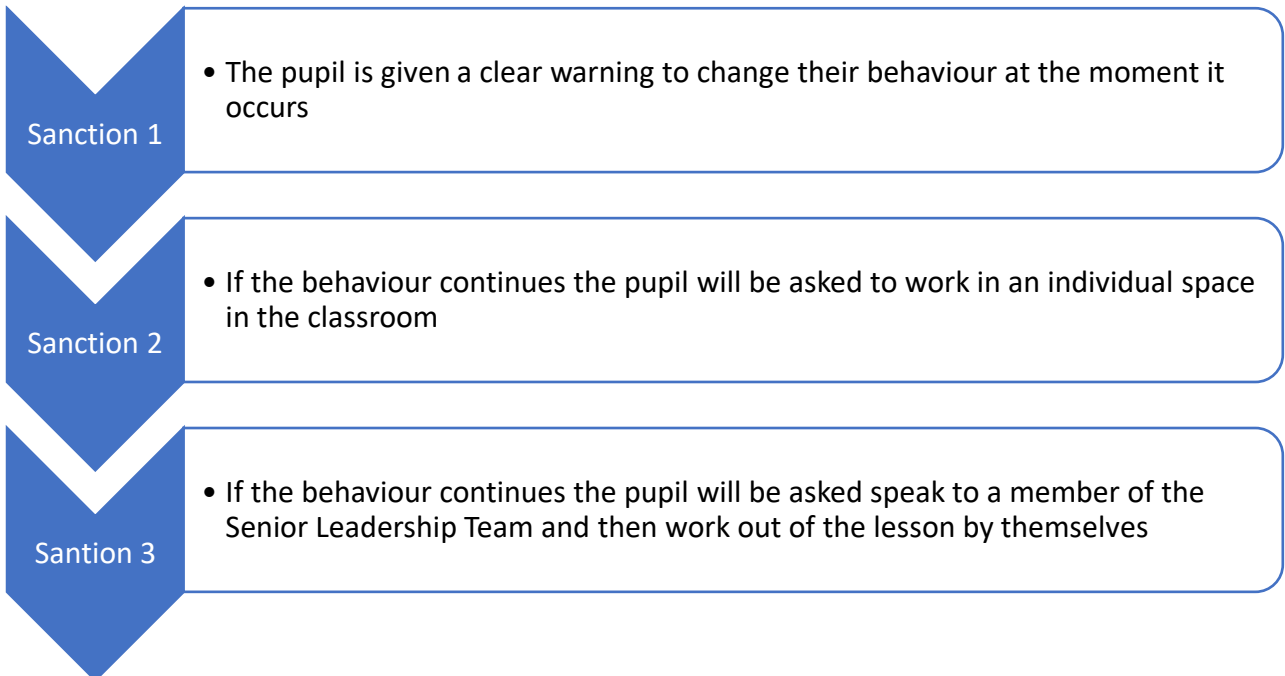


\*Leaders would consider the length of the internal exclusion based on the incident, age and individual needs of the pupil

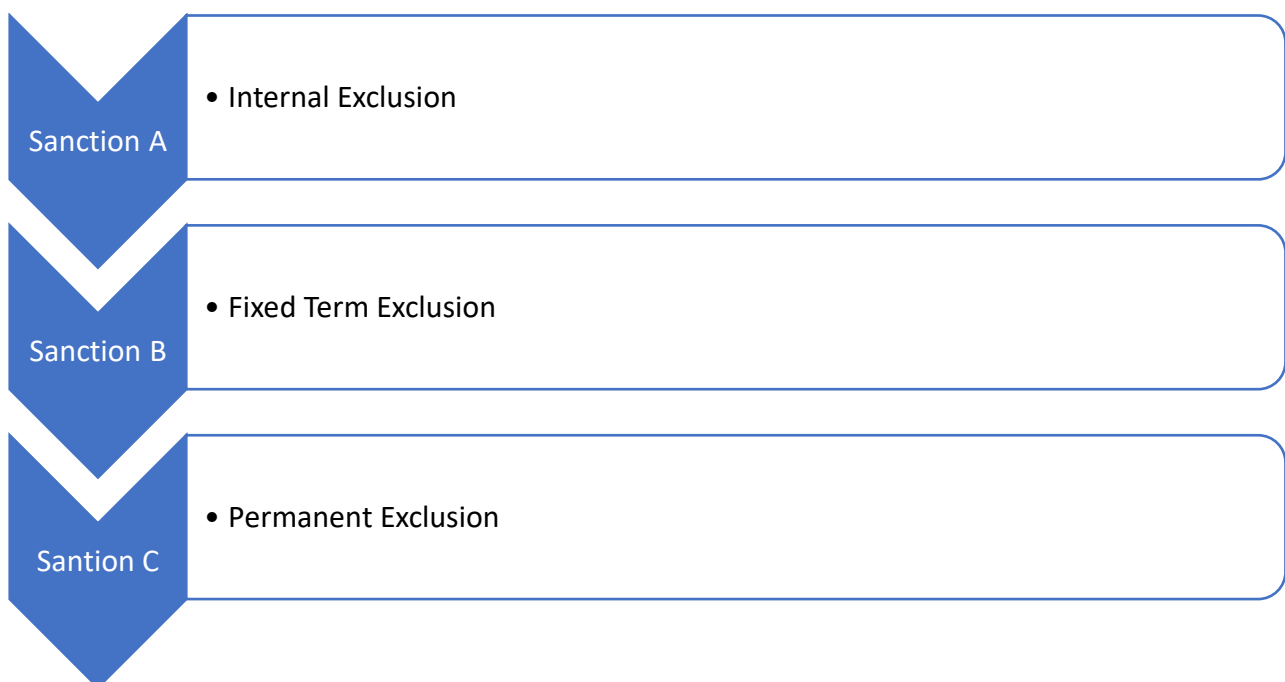
\*\*Leaders would consider whether this sanction was appropriate in situations where there were safeguarding concerns or when parents were not working in partnership with the school. The context to the child's conversation is established by a member of staff before the child speaks to the parent.

As part of classroom management techniques the federation has a clear system of sequential sanctions to address inappropriate learning behaviours that might arise during a lesson. These sanctions are reinforced regularly and the first sanction is highlighted as the most important as pupils can sometimes change their behaviours immediately so they and others can learn effectively.

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Exclusions are used as a sanction in line with the guidance from the DfE and Kent LA. The additional sanctions would address extreme behaviours that require individual responses. This could include persistent disruptive behaviours or the refusal to follow Sanction 3.



### Anti-Bullying

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Bullying is behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally. This includes the same inappropriate and harmful behaviours expressed via digital devices such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social networking sites, and sending offensive or degrading images by phone or via the internet. Bullying could happen to anyone and may include bullying related to race, religion or culture; bullying related to learning difficulties or disability; bullying related to appearance or health conditions; bullying related to sexual orientation; bullying of young carers or looked after children or otherwise related to home circumstances; sexist, sexual and transphobic bullying.

The Federation of Goodnestone & Nonington CE Primary Schools is committed to developing an anti-bullying culture where no bullying is tolerated. Our federation recognises the harm bullying has on an individual and therefore when it occurs pupils are nurtured and cared for.

Our schools ensure that pupils are aware that all bullying concerns are dealt with:

- sensitively and effectively
- that pupils feel safe to learn
- that pupils abide by the behaviour policy

We ensure that all parents know who to contact if they are worried about bullying and know where to access independent advice about bullying. We report back to parents regarding their concerns on bullying and deal promptly with complaints.

The children are encouraged to use the three 'STOPs' so that they know what to do about bullying.



Pupils are encouraged to use the worry boxes in each classroom to raise any concerns with teachers. Pupils who bully will receive a sanction appropriate to the federation's behaviour policy.

Additionally, each school will use a variety of techniques to resolve the issues between those who bully and those who have been bullied. This would include actively providing systematic opportunities to develop pupils' social and emotional skills, including their resilience.

Our federation considers all opportunities for addressing bullying including through the curriculum, through displays, through peer support, home & school partnerships and through pupil voice. Our schools promote STOP regularly in assemblies. We train all staff to identify bullying and follow federation policy and procedures on bullying, including recording incidents of bullying. Each school works with parents and the local community to address issues beyond the school gates that give rise to bullying.

### Provision

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A small number of pupils need additional provision to ensure they develop good learning behaviours. We recognise these children need to be taught skills and understanding in order to learn good approaches to solving problems in situations which they find difficult.

Our schools actively creates safe spaces for all pupils, including pupils whose wellbeing is low and pupils who need feedback around playing collaboratively. Pupils are supported at all playtimes by teaching assistants who lead play activities.

As part of the continuing professional development the staff are given training and support on promoting effective learning.

### **Collaboration with other agencies**

The Federation of Goodnestone & Nonington CE Primary Schools actively seeks support from different agencies when it requires additional advice to support collaborative problem-solving strategies. The federation uses early intervention through the common assessment framework, specialist teaching service, and outreach from specialist provisions or Educational Psychologists required.

### **Partnership with Parents**

Our federation understands the central importance of good working relationships with parents to support all children and this is especially important when developing a pupil's approach to learning. Schools holds fortnightly meetings for pupils and parents working within a Pastoral Support Plan to ensure that the school and parents are working collaboratively.

### **School Transition**

On transition into and out of our schools, vulnerable pupils are given extra support and guidance. This might take the form of familiarising the pupils with the expectations of their new school by forming a relationship with an adult, having additional visits or transition work with support staff. Each school aims to acquire and share information that enables the planning of provision for a successful transition.

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**The Federation of Goodnestone & Nonington CE Schools recognise that all pupils are equal regardless of cultural or ethnic background, religion, social circumstances, gender, sexual orientation, ability and disability. The curriculum and whole ethos of the school demonstrates that diversity is understood, is welcomed and appreciated within the school. Equal opportunities means that all children have the right to a broad and balanced curriculum with which all pupils can engage and achieve.**

John Dexter, Executive Headteacher

September 2020