



Eden Federation

Growing Excellence  Nurture, Nourish, Flourish

Eden Federation

Behaviour Policy

September 2024

Aims of this policy

The Eden Federation behaviour policy is based upon [Part 7 of the Education and Inspections Act 2006](#) and promotes British values (democracy, British Law, individual liberty, mutual respect, tolerance of those of different faiths and beliefs).

As a church school federation, we aim to ensure all children develop into confident, well-motivated, hardworking pupils who have high self-esteem and an enjoyment of school and the wider world.

School Ethos

At the Eden Federation, we believe that every member of our community should feel valued, respected and be treated as an individual, in accordance with our school vision which states:

“Through our commitment to the Christian Core Values we:

***Nurture** creative, resilient, confident, independent learners who are curious about the world around them.*

***Nourish** learners by providing exciting, inclusive, challenging, spiritually enriching opportunities within a safe learning environment.*

*Enable learners to **flourish** in to aspirational courageous advocates for change in a local and global context.”*

Within the secure and happy environments that we endeavour to maintain at the Eden Federation, there is an insistence upon high standards of behaviour and encouragement for all members of the community to ***treat other people, as they would wish to be treated themselves***, in accordance with our school values.

This is demonstrated in many ways including:

- **Being genuinely interested and concerned for all children and staff in our federation.**
- **Recognising and praising the many positive qualities our children can show.**
- **Holding a belief that a child's self-image can change in a positive way through seeing and feeling their successes.**
- **Always being willing to take the time to help the children feel better about themselves and to listen seriously to any concerns.**

Our rules (see appendix 1) are displayed in every classroom and they are regularly referred to as part of collective worship and P.S.H.E lessons and as appropriate, throughout the school day.

We believe that the key to positive behaviour is for our high expectations to be upheld consistently and fairly, throughout our federation. All members of our school community are expected to support these values, leading by example.

Day to day examples include:

- **Encouraging children to walk quietly around the schools and to open doors for visitors, adults and each other.**
- **Respectfully entering Collective Worship, classrooms and other work spaces**
- **Promoting the importance of speaking politely and displaying good manners.**

Children are regularly and actively encouraged to talk to an adult, such as the class teacher if they feel other children are treating them unfairly. Bullying is never tolerated and we act immediately to stop any occurrences of such behaviour. We do everything in our power to ensure that all children look forward to attending our schools and do so free from fear. Our Anti-bullying Policy outlines our approach.

Rewards and Sanctions

Excellent behaviour is intrinsic to our federation principles. It is maintained through our nurturing approach, such as ensuring appropriate praise is given where it is due and by highlighting exemplary behaviour to encourage others to follow suit. Typically, rewards for such behaviour are given out in whole school collective worship sessions and may be presented for many aspects of desirable behaviour. These awards range from attendance to showing kindness to others, as well as academic acknowledgements for hard work and extra-curricular achievements.

By encouraging the many aspects of our pupils' best qualities, we are striving to meet our aims of developing confident, well-rounded pupils who are respectful of themselves and one another.

Expectations for all our pupils include (but are not limited to):

- **good listening behaviours**
- **giving their best effort**
- **showing respect for their environment and everyone within it, including themselves**

Where these standards are not met, school staff support pupil/s to modify their behaviour through making appropriate adjustments.

Where sanctions are necessary to maintain the high expectations of the Eden Federation, they are planned and conveyed by class teachers and tailored to meet the needs of the pupil/s in question. They are only used with the express intention of maintaining a safe and positive learning environment for all our pupils. Incidents of behaviour are recorded on Arbor and appropriate sanctions applied – see appendix 1. Before any sanction is applied, staff are required to provide the rationale for its use; children will always be told why a particular sanction has been actioned in order to help them understand their actions and consequences.

Restorative practice

Restorative practice is a set of principles and practices that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.

Restorative practice involves helping the child think through their behaviour, its consequences and what they can do to make it better.

At the Eden Federation, our vision involves developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their own behaviour.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- What happened?
- What were you thinking about at the time?
- What do you think about it now?
- Who has been affected by what you did?
- In what way do you think they have been affected?
- What do you think needs to happen next?

Logical consequences

At the Eden Federation, we follow a system of logical consequences. Consequences should be:

- Related - consequence should be related to the behaviour.
- Respectful - the consequence must not involve blame or shame and should be kindly and firmly enforced. It is also respectful to everyone involved.
- Reasonable - the consequence is reasonable from the child's point of view as well as the adults.

Fixed Term Exclusions

Good discipline in schools is vital to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted (see Appendix 1). When the head teacher (or deputy in their absence) excludes a child, their parent/s will immediately be notified of the period of the exclusion and the reasons for it. In the case of a permanent exclusion, they will be informed of the fact that it is permanent. At the same time, the head teacher will make it clear that

parents may appeal, if they wish, against the decision to the federation Governing Body and provide details of how this may be done.

Working in partnership to promote excellent behaviour

The role of children:

The children should have high expectations of both their own and others' behaviour. Within our federation atmosphere of safety, trust and justice, children should feel they are able to raise any concerns they have about behaviour in their school.

The role of staff:

It is the role of all adults in school to have high expectations of behaviour and ensure just and consistent adherence to the rules. Class teachers report to parents termly about the general progress and behaviour of each child. They may also contact a parent if there are more immediate concerns about the behaviour or welfare of a child.

The role of parents:

Parents are seen as important partners in their child's learning, and are actively encouraged to get involved in the life of the school. The federation has an open-door policy and actively encourages parents to come in to school where staff always endeavour to find time to listen to their concerns.

Children with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND has an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children's and Families Act 2014)
- If a pupil has an Education Health and Care Plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take in to account the specific requirements and circumstances of the pupil concerned. These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of calm spaces where pupils can regulate their emotions during a moment of sensory overload.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND the school will take in to account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Pupils with and Education Health and Care Plan (EHCP)

The provisions set out in the EHCP must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with and EHCP, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

As a school we are committed to using a range of initial intervention strategies in order to reduce likelihood of suspension or permanent exclusion. We work with a range of agencies and local partners including alternative provision where necessary. We work closely with the local authority inclusion team for advice and help to review provision.

Positive Behaviour Support Plans (PBSPs)

If a pupil regularly displays behaviour that disrupts theirs and others learning as well as the safety and stability of the classroom, a personalised strategy in the form of a Positive Behaviour Support Plan is required. These will be written and reviewed in conjunction with the Federation Behaviour and Inclusion Lead, the school SENCo and the staff working closest with the child. These plans:

- Describe the behaviours
- Identify situations that a pupil finds difficult
- Identify proactive behaviour strategies to help a child cope before their behaviour escalates
- Identify positive behaviour strategies to support a child if their behaviour has escalated

- Promote the use of scripts
- Should be easy to understand
- Should consider the need for a Risk Assessment
- Take in to account the views of the parent and the child

All plans are formally reviewed and updated every half term or earlier if needed. The purpose of a PBSP is to ensure that:

- The frequency and severity of challenging behaviour reduces
- Provision for the child is carefully considered and appropriate
- Everyone working with a child on a PBSP consistently uses the same, agreed approaches
- Parents are aware of the strategies used in school
- There is clear documentation

Following any incidents of extreme behaviour, there will always be a review to discuss what happened, what support is needed and whether the plan needs updating.

School Attendance and Part-time Timetables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet the individual pupil's needs.

A part-time timetable will not be treated as a long term solution and should not be used to solely manage behaviour. The aim is that the child will be reintegrated in to full time school after 6 weeks.

Government Guidance

Looking after our buildings and equipment:

It is not permitted for children to bring expensive equipment such as mobile phones in to school. Toys, games and other items such as these should be left at home. If a mobile phone, smart watch or any item with internet access or a camera is brought into school, it must be handed over to a member of staff and kept securely in the office during the day.

Government guidance states “School staff can search pupils with their consent for any item which is banned by the school rules. Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions without consent, where they suspect the pupils have weapons, alcohol, illegal drugs and stolen items.”

Use of reasonable force:

The Government permits the use reasonable force by staff to prevent pupils from committing an offence, injuring themselves or others, or damaging property, in order to maintain good order and discipline in the classroom.

On the rare occasions it is judged necessary to use restrictive physical interventions, these are only used if the situation deems it reasonable. The measures taken will be proportionate and necessary and implemented only where there is a clear behaviour plan around the child and the staff have undergone specialist training.

Behaviour outside of school:

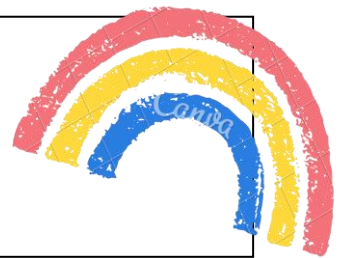
Eden Federation pupils are expected to represent themselves in accordance with the expected behaviour standards at all times, including outside of the school day.

If incidents involving pupils from our federation are witnessed by a staff member or reported by another party, the head teacher may notify the police. If behaviour is likely to cause a child to suffer significant harm, the safeguarding policy will be followed.

Our School Rules

#1

Speak politely and treat everyone with respect.



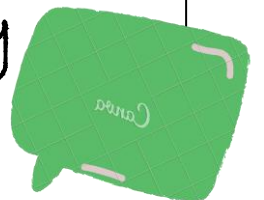
#2

Look after our building, grounds and equipment.



#3

Do what our grown-ups say straightaway.



#4

Keep our hands and feet to ourselves.



#5

Always try our best.



Appendix 2

Level	Severity	
Level 5 - All level 5 incidents marked S for safeguarding, internal suspensions, suspensions and permanent exclusions must have a corresponding investigation within the safeguarding system. Refer to Keeping Children Safe in Education document for definitions of harmful behavior. Level 5 to be agreed with SLT before entry onto Arbor.		Consequences could include:
Discriminatory language / behaviour: ableist (S)	-5	Decision to suspend will be made by the Executive Headteacher (and in her absence the Executive Deputy Headteacher). If a decision to suspend is made then a meeting with parents followed by letter to parents explaining reasons for suspension, length of suspension, arrangements for accessing school work and the back to school meeting.
Discriminatory language / behaviour: homophobic (S)	-5	
Discriminatory language / behaviour: racist (S)	-5	
Discriminatory language / behaviour: religious (S)	-5	
Discriminatory language / behaviour: sexist (S)	-5	
Discriminatory language / behaviour: social, emotional and mental health (SEMH) (S)	-5	
Sustained verbal abuse / bullying (not online) (S)	-5	
Sustained online verbal abuse / bullying (S)	-5	
Child on child abuse (S) (intent to harm – sexual or emotional)	-5	
Attempting / leaving the school grounds without permission (S)	-5	
Severe damage to school property (S)	-5	
Spitting with intent	-5	
Possession of a weapon or illicit object / banned item (S)	-5	
Stealing	-5	
Use of aggressive / violent behaviour with intent to cause deliberate injury (S)	-5	
Physical assault on a pupil (S)	-5	
Physical assault on a member of staff / volunteer (S)	-5	
Harmful sexual behaviours (including sexual harassment / violence) (S)	-5	
Drugs / alcohol / harmful substances (S)	-5	
Level 5 other (S)	-5	

Level 4		
Persistent defiance (use if previous incidents recorded)	-4	• Time out, restorative conversation and communication with parent • Repeated time out – meeting with teacher and parent/carer • Removal from the classroom– parent to be informed. • Very often a short removal/ time out and a restorative conversation is enough for a child to change their behaviour. • If a child has 2 incidents in a week requiring reflection the class teacher must inform the parent promptly. • If a child has 3 or more incidents in a week or regular incidents then a meeting with the teacher, SLT (if relevant) and parent/carer should be arranged.
Ongoing disrespect to adults / peers (use if previous incidents recorded)	-4	
Inappropriate language or gestures (including swearing)	-4	
Threatening behaviour towards peers (e.g. a verbal or physical threat to harm)	-4	
Throwing equipment / objects (e.g. chairs, scissors)	-4	
Level 4 other	-4	
Level 3		
Persistent disruption of teaching and learning (e.g. persistently interrupting during teaching)	-3	• 1:1 discussion with TA/class teacher using restorative resources. • Restorative time at break time/lunch time. • Time out of class if pupil is dysregulated. • Same day phone call to parent/carer. • Hos involvement if behaviour is persistent.
Potential bullying behaviours (not online)	-3	
Potential online bullying behaviours (e.g one off online incident)	-3	
Physical assault (e.g. pushing, rough play)	-3	
Level 3 other	-3	
Level 2		
Repeated refusal to work / follow instructions (e.g. consistently not doing as requested)	-2	

Dishonesty (e.g. not accepting responsibility for a misdemeanor)	-2	• Restorative time at break/lunchtime. • Completing unfinished work at breaktime. • Completing unfinished work at home. • Same day phone call to parent/carer.
Name calling (not swearing or discriminatory)	-2	
Minor physical assault (e.g. poking, pulling hair)	-2	
Level 2 other	-2	
Level 1		
Failure to follow instructions (e.g. not lining up when asked to)	-1	• 1:1 discussion with TA/class teacher • Restorative time at break /lunchtime
Low level disruption to learning (e.g. calling out)	-1	
Disrespecting resources (e.g. deliberately snapping ruler in half)	-1	
Level 1 other	-1	

Reviewing this Policy

This policy should be reviewed regularly. Staff and Governors will need to gather information to evaluate whether the policy:

- Accurately reflects the Christian ethos of the school
- Meets the needs of all members of the school community
- Addresses day-to-day handling of behaviour issues
- Is having a positive effect on behaviour and attendance within the school community

Governors will be kept informed as to the effectiveness of this policy through the Head teacher's Report to Governors at the half termly meetings and through the termly Academy Improvement Review meetings with DNEAT.