



Delta Federation
Attitudes & Behaviour Policy

Date adopted : Jan 2023

To be reviewed: Jan 2026 or sooner if necessary

Signed by _____
Jo Alikhan, Executive Headteacher

ATTITUDES AND BEHAVIOUR POLICY

Introduction

“Effective behaviour management is essential to the smooth running of a school and in the creation of an environment where everyone’s rights and responsibilities are addressed.”

Behaviour Management -A Whole School Approach pg 12: Bill Rogers

It is a primary aim of our Federation that every member of the Federation’s community feels valued and respected and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. The Federation’s behaviour policy is therefore designed to support the way in which all members of the Federation can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The Federation has a number of rules, to encourage the development of desirable behaviour in school a consistent and agreed approach is absolutely essential, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the Federation community in aiming to allow everyone to work together in an effective and considerate way.

The Federation expects every member of its community to behave in a considerate way towards others. Staff provide positive role models through their relationships with pupils, parents and each other.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment and to become positive, responsible, self-disciplined and increasingly independent members of the Federation’s community.

The Federation rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

The Federation has a clear philosophy and expectations and it is imperative that there is a consistent approach throughout. We will not tolerate bullying of any kind including cyberbullying, prejudice-based and discriminatory bullying (**see Appendix A**).

In every classroom will be displayed a list of rules which are age appropriate so that children have an age appropriate understanding of the expectations. Pupil understanding of behaviour in and around the school will be monitored in termly behaviour learning walks led by SLT members and in frequent pupil questionnaires. Parental views on behaviour in and around the school will be monitored through regular parent questionnaires.

Rewards

- Teachers and support staff congratulate children;
- Each week we nominate a child from each class to receive the “Gold Brick Award” at Drayton Park and the “Star of the Week” award at Brooksward. These are awarded to acknowledge outstanding efforts to improve behaviour, to celebrate consistent good behaviour, or for acts of kindness in either school or models of good learning. These are linked to our Learning Character themes which change half-termly.
- At Drayton Park each recipient is acknowledged in assembly, places their brick on the wall in the entrance hall and attends afternoon tea with the Learning Mentor or the Executive Headteacher/Head of School.
- At Brooksward School each recipient is acknowledged in assembly and their parents are invited to attend. They are then added to the display in the entrance hall.
- We distribute class points to children either for consistent good work or behaviour. Class points are collected within a class and used to earn a class treat (approximately half-termly). Children vote for what they would like, i.e party, games in hall etc.
- All classes have opportunities to show examples of their best work or to share new achievements in assemblies on Fridays and in class assemblies.
- Dojo points are used in each classroom to celebrate good behaviour and as a communication method for parents to share in the successes of their child during each school day.

Sanctions (Appendix B)

The Federation employs a number of sanctions to enforce the rules of the school and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Following on from a sanction imposed, a restorative conversation will take place with the adult involved in order to resolve the situation and move on.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher or to sit on their own. If this

continues, we may use Class Dojo and take away a point. This would be visible to parents.

- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
 - If a child is disruptive in class, the teacher reminds them of the classroom rules and warns them that they may be withdrawn if this behaviour continues. If a child misbehaves repeatedly, we withdraw the child from the rest of the class until s/he is in a position to work sensibly again with others. The children may be asked to work outside the classroom, visit the Team Leader or work with Learning Mentors.
 - The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, or prevents others from learning, the class teacher contacts a member of the Senior Leadership Team or a Learning Mentor who may stop the activity and withdraw the child from the rest of that session.
 - If a child threatens, hurts or bullies another pupil, the class teacher records the incident on CPOMs and the child will lose certain privileges which may include playtimes or class treats. They will be sent to the Learning Mentors area (Inclusion at Drayton Park and Willow Room at Brooksward) who keep a record of incidents that occur and their frequency. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. Continued behaviour will then lead to the loss of a reward such as the Class Treat or access to a whole school extra-curricular event.
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- The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in either school knows the standard of behaviour that we expect throughout the Federation. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time' or another appropriate time.
 - All staff members are aware of the regulations regarding the use of Restrictive Physical Interventions (RPIs). Only members of staff who are trained by Team-Teach will use these interventions unless an emergency situation arises. Trained staff members only intervene physically to prevent: self-harming, injury to another individual, damage to property, an offence being committed or any behaviour prejudicial to the maintenance of good order and discipline. When a RPI is necessary it will be carried out by two trained members of staff where possible. Written records are kept when an RPI has been used and the parents of the child are informed.
 - Parents are asked to sign a Home-School agreement which sets out the circumstances in which a RPI might be used. It is made clear to parents that by accepting the Home-

School agreement they are acknowledging the school's responsibility to use reasonable force in the circumstances previously described.

- The Senior Leadership Team monitors the use of RPIs and assesses the frequency and severity of incidents. Details of the RPIs used are shared with Governors by the Executive Headteacher.
- Incidents of inappropriate behaviour will be logged and recorded in team minutes. This is monitored regularly by the Learning Mentors. Where incidents occur regularly or are of a serious nature then these will be discussed with the parent and recorded on CPOMs.

Pupil Induction

When a child joins one of our schools, as part of the induction process, they and their parents will meet with a learning member for a tour and to discuss school expectations. Parents will be asked to read and agree to the 'Home-School Agreement' which sets out expectations for them, the children and the school.

On the child's first day, class rules will be shared by their class teacher and they will be 'buddied-up' with another child who can provide additional peer support throughout their first days to understand rule, routines and expectations of behaviour.

Expectations of behaviour will be revisited as required and additional support provided if required. The SENCo or Learning Mentors will provide additional support for children with special educational needs, disabilities or mental health needs, seeking support from external agencies as required.

Staff Induction

When staff join either school in the Delta Federation, they will receive a comprehension induction including a Staff Handbook, key policies, a safety briefing with the Site Manager and a Safeguarding briefing from a DSL. Their team leader or a member of the senior leadership team will support the staff member to ensure they are clear on the expectations and procedures in place for behaviour support and management.

Early Career Teachers (ECTs) and students will be assigned a mentor who they will meet with regularly to support their professional development.

Ongoing support is provided for all members of staff by senior leaders, the SENCo and Learning Mentors. Training and/or advice from external agencies is sought on a regular basis to ensure that all children, including those with special educational needs, disabilities or mental health needs, are supported effectively in order to achieve and learn as well as possible.

The role of the class teacher and other staff

It is the responsibility of the class teacher to ensure that the school rules are followed in their class and that their class behaves in a responsible manner during lesson time.

The staff in both our schools have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.

All staff treat each child fairly and use the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from colleagues ie Team Leaders and Learning Mentors and then follows the “cascade” approach of support (see attachment).

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the Federation policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Executive Headteacher

It is the responsibility of the Executive Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the Federation and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Headteacher to ensure the health, safety and welfare of all children in the Federation.

The Executive Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

The Executive Headteacher/Deputy Headteacher/Learning Mentors keep records of all reported serious incidents of misbehaviour.

The Executive Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour ie physical assault, serious acts of bullying and aggression. For repeated or very serious acts of anti-social behaviour, the Executive Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents

The Federation works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the individual school prospectus and home-school agreements and we expect parents to read these and support them.

We expect parents to support their child's learning and to co-operate with the Federation, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to improve behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher or a member of the Senior Leadership Team. If the concern remains, they should contact the Executive Headteacher and/or the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. This process is set out in the 'Grievances' policy.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Executive Headteacher in carrying out these guidelines.

The Executive Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Executive Headteacher about particular disciplinary issues. The Executive Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Exclusion Policy alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.

- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Only the Executive Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Executive Headteacher may exclude a pupil for one or more fixed periods, *for up to 45 days in any one school year*. The Executive Headteacher may also exclude a pupil permanently. It is also possible for the Executive Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Executive Headteacher excludes a pupil, she will inform the parents immediately, giving reasons for the exclusion stated in a letter. It must be made clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Executive Headteacher informs the LA and the governing body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

Reintegration

Following a fixed term exclusion, a meeting will be held between the Executive Headteacher, the child's parents or carers and the child to discuss what support is needed to help them to return to school and meet the expected standards of behaviour. Additional measures may be put in place to support this, for example report card, regular check-ins with a member of the senior leadership team or learning mentor, follow-up meetings with parents.

Child-on-child abuse

All staff are aware that children can abuse other children and that this can happen both in school and outside of school. Staff receive yearly training updates to support this and understand that they play an important role in preventing and responding where it is believed a child may be at risk from it. Staff know to inform one of the designated safeguarding leads if they have any concerns regarding child-on-child abuse and these will be investigated promptly and fairly, and consequences put in place in-line with this policy.

The use of reasonable force

There may be circumstances where it is necessary for school staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force in order to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order.

If considering the use of reasonable force, staff will consider the risks carefully, recognising any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

The Headteacher and DSLs may also use such force as is reasonable if there is cause to believe a pupil is carrying a banned item. Banned items include knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil. Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and

requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

If a behaviour is unacceptable and not deemed to be in relation to the pupil's SEND need, then the standard behaviour policy procedure will be followed.

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Home-School Agreement will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the **Anti-bullying Policy**. The school will work with parents and could impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises once an investigation has been carried out. In all cases of unacceptable

behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the [guidance](#).

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention & Positive Handling Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- **E-cigarettes and vapes**
- **Lighters**
- **Aerosols**
- **Legal highs/psychoactive substances**

- **Energy drinks**
- **Mobile Phones and other communication devices (these should be handed into the school office at the start of the day)**

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

Monitoring

The Executive Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour.

The Executive Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

Children with Challenging Behaviour

For those children identified as having potentially challenging behaviour, a number of strategies are tried.

- Partnership with parents is crucial and communication between home and school vital. Meetings will be arranged with the Learning mentors to talk through support available.
- If no improvement is noted a referral to the Inclusion and Intervention team will be considered with the approval of parents.
- If a child is at risk of exclusion a Pastoral Support Programme will be initiated as outlined in MK Guidance. If a child is endangering either his/her self or and others, a risk assessment will be undertaken in order to try and manage the behaviour and the risk to others.
- If the risk assessment indicates this is not possible, the school will seek support from the LA and external agencies to try and avoid exclusion.
- On some occasions it may be necessary for trained staff to use agreed positive handling techniques to ensure the safety all pupils and to maintain good order within the school. Guidance on the specific use of these techniques can be found in our positive handling / physical intervention policy.

Equal Opportunities

The Federation is committed to the provision of equality of opportunity for all pupils. We recognise that nationally research indicates that certain pupils are at particular risk of disaffection or exclusion. This policy has been devised following guidance from the following documentation Education Act 1996, School Standards and Framework Act 1998 Education Act 2002, Education and Inspections Act 2006 and the Education Act 2011.

Monitoring and Evaluation

The Federation will monitor the impact of its policy for attitudes and behaviour on each school as a whole and on different groups (by race, gender or special needs). The effectiveness will be reviewed at senior management and governing body meetings.

Review

The governing body reviews this policy every three years. The governors may vary this review of the policy if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Miss J Swain

Acting Headteacher

This policy will be reviewed every 3 years or sooner if required.

ATTITUDES AND BEHAVIOUR POLICY

ANTI- BULLYING POLICY

Bullying is the wilful and conscious desire to hurt, threaten or frighten someone over a sustained period of time. Bullying is not tolerated within the Federation. Staff, pupils and parents must have confidence that action will be taken and that if that action is not effective further steps will be taken. Racism is seen as a serious form of bullying and records must be kept in line with MK guidance on racial harassment.

How? by verbal intimidation; name calling, taunting, threatening, harassment racial/sexual. Cyber-Bullying e.g. sending texts or e mails.

Where? to and from school, in the playground, between lessons, in class during group work, in toilets and cloakrooms.

Why? Bullies often have very low self esteem. They may seek to make themselves feel better by belittling others. Some get pleasure from causing others fear, pain or humiliation. Much bullying behaviour is learnt; from adults, friends or family.

Addressing Bullying Strategies to combat bullying

- Teaching social skills in a conscious and systematic way through the P.S.H.E. curriculum and taking part as a whole school in National Anti-Bullying Week in November.
- Follow school policy on attitudes and behaviour consistently.
- Use circle time to address issues.
- Ensure pupils know its right “to tell”.
- Offer a range of options as to who and how to report bullying.
- Raise self esteem of bully and victim.
- Do not tolerate any Racist/Homophobic language or actions.
- Intervene in inappropriate play.
- Be aware of individuals.
- Be aware of areas where and times when pupils may be vulnerable.

Procedures to follow with bullying

- Follow up every case – refer to a Learning Mentor
- Reassure pupils that they did the right thing in reporting.
- Be seen to act fairly and consistently.

PREVENTIVE BEHAVIOUR MANAGEMENT CASCADE

Class Teacher

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Adjacent Colleague

|

Key Stage Manager/Team Leader/Learning Mentor

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Assistant Head

|

Executive Head

System of Sanctions

The Sanctions must clearly uphold the school's ethos. Unless effectively used breaking rule can become an incentive, in itself, to gain attention.

Sanctions must be used sparingly and should be relevant to the specific incident of inappropriate behaviour. Class teachers will keep appropriate records of behaviour.

Level 1 Behaviour

This is behaviour which is low level which should not be recorded in the behaviour records unless it becomes frequent or repetitive. It is expected that the class teacher will use appropriate behaviour management strategies to manage and resolve this kind of behaviour. This type of behaviour includes:

- Calling out without hand up
- Disruptions during sessions such as silly noises
- Fidgeting
- Not being organised e.g. not having the correct uniform or PE kit
- Not completing either class or homework work to a high enough standard

If children are displaying Level 1 behaviours frequently, the expectation is that the teacher will try a range of strategies recording evidence and monitor the behaviour to check if there are any patterns or trends which can be identified. Teachers will also think very carefully about the teaching and learning provision for this child as if children are engaged effectively, low level behaviour is usually eradicated or at the very least minimised. If low level behaviours persist teachers should check with other staff including the team leader and SENCo as appropriate.

Sanctions

Withdrawal from an activity or group

Children will be given time to sit on their own to reflect

Withdrawal from play or lunchtimes

Children may be asked to complete their work (e.g. class work, homework or practising their spellings) during break or lunch if teachers feel that they have not completed it to a suitable standard.

Level 2 Behaviour

This is behaviour which should be recorded followed up as soon as possible. This includes:

- Repetitive or frequent instances of any of above behaviours listed
- Using equipment inappropriately
- Passing inappropriate messages
- Saying unkind things to another child
- Refusal to follow instructions
- Refusal to wear the correct uniform or alternatives offered

Sanctions

Withdrawal from play or lunchtimes

Sanctions

Teachers will inform the child that they will be missing a set amount of break or lunch time. The teacher will supervise this child and discuss their behaviour with them. The class teacher must make a record of any play or lunchtime withdrawals.

Send to Year Group Leader

Withdrawal from class Child is taken to another class in school with work to complete. The class teacher must make a record.

Parents will be informed preferably in a face to face conversation.

If disruptive behaviour continues, report as a Child causing concern in team minutes and request Learning mentor involvement.

Level 3 Behaviour

This is very serious behaviour and needs to be dealt with immediately by the Head or in her absence her Deputy. This will usually result in a serious incident letter and appropriate sanctions.

- Hurting a child or adult deliberately by kicking, punching, pinching, spitting, pushing etc
- Fighting or serious level of aggression towards peers or adults
- Insulting offensive language: swearing/sexual/homophobic/racist/faith/disability/prejudice based incidents
- Physical damage to school or someone else's property
- Bullying behaviour
- Theft
- Acting in a dangerous manner which will endanger either their or others safety
- Absolute refusal to comply with instructions
- Bringing an item onto school premises such as drugs, matches, knives, inappropriate pictures and publications
- Major disruptive behaviour in class which forces the teaching to completely stop and other children to be removed for their safety
- Using technology to bully others e.g. Facebook, Twitter etc.
- Three incidents of withdrawal from class
- Serious Incidents may include pupil behaviour in the vicinity of the school or on a journey to and from school.

Sanctions

Send to Head of school

Exclusion from privileged events such as school disco, residential trips, school visits, pre- and afterschool clubs

Only to be considered by the Executive Head/Head of School. If a child does attend school on the day of the sanction this will be carried over to the next privileged event.

Consider exclusion (fixed period or permanent)

Only to be considered by the Executive Head or Head of School

Implement Exclusion.

Only to be completed by the Executive Head