





## Mordiford CE Primary School Behaviour Policy

### Aims and Expectations

#### “Treasure Each Individual”

As a Church of England School our attitudes and responses to behaviour are based upon Christian values. We try to follow the example that was given to us by Jesus; treat others as you wish to be treated yourself.

Matthew 7:12 The Most Important Rule

“Do for other people the same things you want them to do for you”

It is of the highest importance that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, built upon the Christian values of mutual trust and respect for all.

**Our four touchstones for good behaviour are to encourage good manners, honesty, respect and tolerance for others.**

#### Promoting our Touchstones:

- To generate a **feeling of worth** and mutual respect within our school family. We respect the rights and feelings of everyone regardless of race, gender, religion, disability, sexual orientation, social position and ability
- We believe the best in each other and we base our ethos on the **reinforcement of good behaviour and attitudes**, rather than the punishment of negative behaviour. We refer to disappointing behaviour not in our disappointment with the child
- We deal with each other’s misbehaviour as individuals. Fairness is not always treating everyone in exactly the same way
- We work to develop children’s **independence** and encourage them to be responsible for their own behaviour and for not impacting on the behaviour of those around them
- We encourage **respect and tolerance** and take every opportunity to acknowledge the children’s achievements both inside and outside of school
- We seek to **forgive each other; learning from our mistakes**. We try not to bear grudges and allow people the chance to change their behaviours
- We do not encourage retaliation or retribution

- We have a positive attitude towards failure and mistakes because this is at the point at which we can learn
- We value the very important part parents and carers have to play in the shared education process and actively encourage their involvement in putting our behaviour policy into practice
- Governors play an important role in monitoring the effectiveness of our behaviour policy and support the school staff and parents in its implementation
- Staff expect the **best of all children** and promote care, consideration and courtesy by example. We seek justice and fairness for all and therefore do not make prejudiced and quick judgements. **We listen and expect the truth.** We listen and respond to the needs of individuals in each situation

### Achieving Success:

- **Raising self-esteem:** rewarding patterns of good behaviour, giving praise whenever and wherever deserved. Personal qualities are highlighted and given as much importance as academic achievement
- **Sharing:** Achievement Worship, House Points, through display, Value of the month, Family Values, Mordiford Mail, Website, reports to parents, Parents Meetings
- **Discussion:** We acknowledge that there is often a reason why children display poor behaviour and we seek to unravel this with the child, family and other agencies when appropriate. As far as is practicable, whenever a problem of behaviour or general discipline occurs, the matter will be discussed between staff and an individual child, or between staff and a group of children. Both sides will look at the problem and the children will be encouraged to consider together, not only the possible outcomes of actions, but also possible solutions to problems. We know that children are often very able negotiators, and discussing problems in this way is viewed as a vital part of their moral and social development. Parents are informed promptly if there is a problem with their child's behaviour. Circle Time, PSHE, worship, drama, RE, guest speakers and visitors are used as vehicles for discussion on behavioural issues
- **Appropriate choices:** We encourage children to develop self-confidence, practice in positive interactions with their peers and support them in dealing with peer pressure or bullying situations. Children are encouraged to use assertive techniques rather than have a passive or an aggressive response to a situation. Children are empowered to make appropriate choices for themselves. Pastoral programmes such as Walk Tall are offered to support the children
- **Responsibilities:** We aim to develop a child's sense of responsibility and encourage them to contribute fully to the life of the school. They are expected to show care and have respect for others and the school

environment. Some examples would be: worship mentors, House Captains, School Councillors, lunchtime monitors

### **Special Educational Needs:**

If a child has Special Educational Needs, different strategies might be employed to deal with behavioural issues. These strategies will be shared with all staff to ensure a consistency of approach. If behaviour management becomes a whole school issue, the child concerned will be placed on the special needs register and an Individual Behaviour Plan and Risk Assessment will be drawn up. If necessary the school will liaise with support agencies such as the “Behavioural Support Service’

**Parents will be contacted before placing a child on the SEN register for behavioural or any other reasons. Parents will also be contacted before formally involving outside support agencies.**

### **Support within the school:**

The staff and head teacher work as a team and matters of behaviour and discipline are discussed regularly both formally, through staff meetings and meetings with lunchtime staff, and informally. Our colleagues are often our best source of immediate low key support.

When dealing with a child's specific behavioural problems, more specialised advice would be obtained from external agencies such as the Educational Welfare Officer, School Nurse, School Doctor , Educational Psychologist, BSS, Community mental/health service and social services.

At lunchtimes, routine discipline is the responsibility of the lunchtime staff, but they work in close partnership with teaching staff. Any problems are always reported back to the teaching staff and/or head if sanctions are thought to be necessary. General concerns about pupils are relayed in the same way. During wet playtimes and unstructured time, behaviour is monitored and any issues dealt with through applying the strategies outlined above.

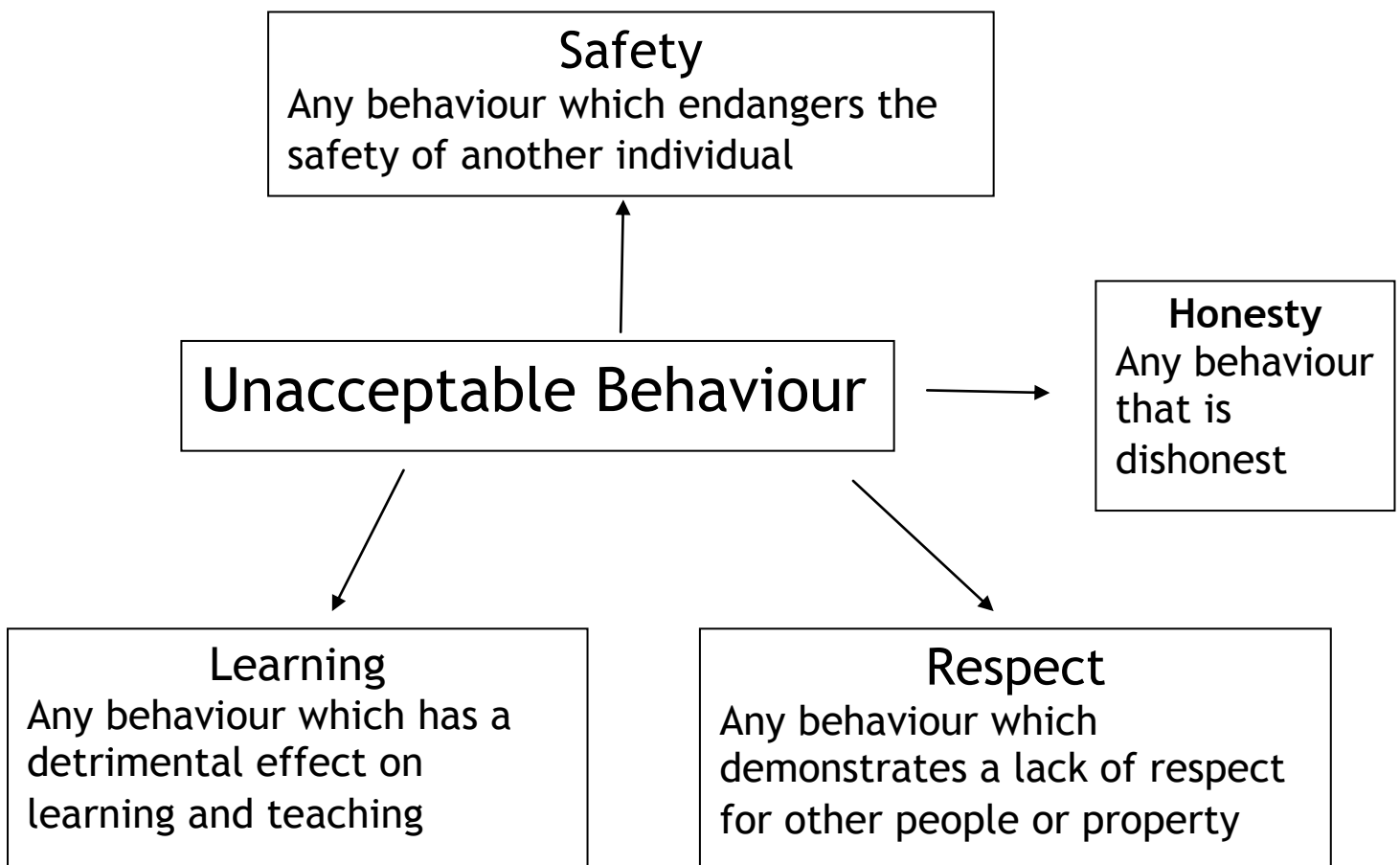
Lunchtime supervisors will report any examples of ‘Unacceptable Behaviour’ to the class teacher and record this on the lunchtime log which is monitored by the Head teacher.

### Policy in Practice:

Our positive behaviour management strategy means that unacceptable behaviour is relatively uncommon at Mordiford CE Primary School; however we **acknowledge that sometimes in life it can be difficult to all get along all of the time.** We need to make clear that some types of behaviour are unacceptable and depending upon the situation, sanctions may have to be put in place.

Everyone at Mordiford C. E. Primary School has the right:

- To be and feel safe
- To teach and to learn
- To be treated with respect



Serious or repeated incidents of unacceptable behaviour will result in parents being contacted by the class teacher and may trigger a sanction, if this is necessary, to avoid repetition of the behaviour. Teachers keep a record of issues in a pastoral file. The school expects the support of parents when dealing with unacceptable behaviour. Most behavioural problems can be overcome when school staff and parents work together.

The Mordiford CE Primary School Behaviour Pledge is discussed and displayed in each classroom and at a whole school level therefore every child knows and understands the standard of behaviour that we have all agreed to and expect in our school.

When reprimands are deemed to be appropriate they are delivered briefly and succinctly. Reference is made to the consequences of the behaviour chosen by the child.

Occasionally children's inappropriate behaviour will require firmer action from the teacher. The following sanctions are to be used as a guideline for further action.

The traffic light system is used to manage behaviour throughout the school:

- First verbal warning
- Second verbal warning
- Child's name moved down on traffic light from green to amber
- When on amber children may lose part of their playtime or be sent to another class to work.
- System repeated at next level on traffic light
- When on red the child is spoken to by either the Key stage Co-ordinator, SENCo or Head teacher.



## Mordiford CE Primary School Behaviour Pledge

“We are proud to be part of Mordiford CE Primary School”

Everyone has the right to:

- To be and feel safe
- To teach and to learn
- To be treated with respect

**We behave well** by trying always trying to treat other people as we wish to be treated ourselves...

- Speak to each other with respect and tolerance
- Remember good manners
- Keep our hands, feet and belongings to ourselves
- Follow instructions carefully
- Act honestly



Behaviour that affects our rights is **unacceptable**...

- Behaviour that could hurt yourself or others
- Behaviour that could stop learning
- Behaviour that shows lack of respect to people or things
- Behaviour that is dishonest



**Make sure that your choices about how to behave are responsible**

## Sanctions:

It is inevitable that situations will sometimes arise when a child will need to be corrected, and sanctions will need to be applied

When considering an appropriate course of action after a behavioural incident, our principal aim is always to minimize the likelihood of the incident being repeated. We want individual to learn from mistakes rather than to repeat them.

### **We do not punish for punishments sake**

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (*Section 91 of the Education and Inspections Act 2006*). The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants. Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline pupils for misbehaviour outside school. Teachers have a specific legal power to impose detention outside school hours. Teachers can confiscate pupils' property if this is felt to be appropriate. (see section on searches)

Sanctions which might be employed in the event of unacceptable behaviour include:

- Loss of playtime: this is a useful sanction which demonstrates a clear consequence to unacceptable behaviour.
- Loss of privileges, such as attending an after school club or playing in a school team.
- Work in another teacher's classroom or occasionally to work in isolation.

Wherever possible, children are encouraged and supported to make amends for poor behaviour, for example by writing a letter of apology, accompanied by a verbal apology, or doing a job that will help the other person or the school.

This encourages children to develop self-responsibility and a social conscience.



## **Exclusion:**

The actions taken are in accordance with the guidelines issued from the Department for Education and the Local Authority. Guidance from the Department for Education July 29<sup>th</sup> 2011 - 'Ensuring Good Behaviour in Schools'.

As a final resort, or for a very serious misdeed, the Head teacher has the right to exclude a child from school. The Head teacher has the right to exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

The Head teacher may also exclude a pupil permanently. If the Head teacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion.

Parents can appeal against the decision to the Governing Body. The school will advise parents on how to make any such appeal.

The Head teacher will inform the governors and Local Authority about any permanent exclusion or fixed term exclusion. The Governing Body discipline committee considers any exclusion appeals on behalf of the governors.

Parents can challenge permanent exclusion with the governing body. If they agree with the exclusion, parents can appeal to the Academy Trust. The governing body must tell parents how to do this.

## **Power to use Reasonable Force:**

The Governing Body have taken account of advice provided by the DfE - Use of reasonable force: advice for head teachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

The legal provisions on school discipline provide members of staff with the power to use 'reasonable force' to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Mordiford CE Primary School teaching staff have been trained in the Team Teach approach, which teaches the appropriate and safe handling of pupils if the situation should arise.

**Bullying:** (See also Anti-Bullying Policy: **currently being revised by the School Council**)

It is almost impossible to separate an approach to the problems of bullying from the school's general approach to discipline, so our approach is recorded here as an integral part of our behaviour policy.

We aim to develop an ethos where children feel valued, respected and safe. We ensure that teachers and other members of staff are viewed as people with whom concerns and worries can be shared.

Through cross-curricular work (including PSHE, R.E., English, Science etc.) the issues and the problems of bullying will be discussed along with the consideration of possible coping strategies.

The school does not tolerate bullying of any kind. Whilst it is very difficult to eradicate bullying we do everything in our power to ensure that all children attend school free from fear.

If, however, a bullying situation arises, staff will employ the same strategy of discussion and negotiation, used when dealing with any other behaviour problem. The discussions would, however, be slanted towards helping the children to get to the root of the problem, and helping them to build bridges. **Parents would be informed of any serious problems and be invited to be a part of any discussions that took place.**

We have an 'open door' policy with parents and if concerns are raised in connection with bullying, the issues are thoroughly investigated and, if needed, appropriate action taken. **Feedback will be given to the parents involved and the issue will also be discussed with the Chair of Governors.**

### **Searches without your child's consent:**

The school doesn't need your child's consent to search them if they think your child has prohibited items:

- weapons, eg knives
- alcohol
- illegal drugs
- stolen goods
- tobacco products, eg cigarettes
- pornographic images of any kind
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

These things can be confiscated.

### ***Legal requirements of a search***

There should normally be 2 members of staff present during the search - the person doing the search and the search witness. Searches should normally be done by someone the same sex as your child.

The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

If there's a risk of serious harm to a person if the search is not conducted immediately, a child may be searched by a person of the opposite sex and without another member of staff present.

### ***Complaining about a search***

If parents are unhappy with a search on a child at school, they should talk to the Head teacher. If they're not satisfied, they should ask for a copy of the complaints procedure.

### **Drug and Alcohol Related Incidents:**

It is the policy of this school that no child should bring any drug, legal or illegal to school. If a child needs medication during the school day the parent or guardian should seek the permission of the Head teacher for the medication to be brought into school. This should be taken directly to the school office where the necessary policy and forms are filled in before the medication can be administered to a child during the school day.

The school will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents or guardians of any child will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated the child will be permanently excluded and the police and social services informed.

If any child is found to be suffering from the effects of alcohol or other substances arrangements will be made for that child to be taken home.

The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Head teacher. The police and social services will also be informed.

### **Equal Opportunities:**

We acknowledge that triggers for bad behaviour can sometimes be because children feel/believe that they have not been treated fairly. We are committed to providing a consistent approach and to providing equal opportunities for all (see Equal Opportunities policy). We are committed to helping everyone and in preparing children to live harmoniously in a world of diversity and difference.

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