

# Behaviour Policy

## November 2021

### Aims and Expectations

#### “Treasure Each Individual”

As a Church of England School our attitudes and responses to behaviour are based upon Christian values. 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 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.
- 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, Mordiford Mail, Website, reports to parents, Parents Meetings



# Behaviour Policy

## November 2021

- **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'.

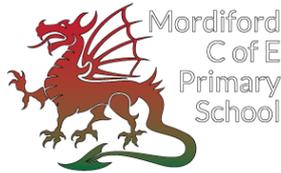
**Parents will be contacted before placing a child on the SEN register for behavioural or any other reasons. Parents will also be contacted before formally involving outside support agencies.**

### 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



# Behaviour Policy

## November 2021

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 recorded by the member of staff on **Scholar Pack**, these incidents are monitored by the head and deputy head of school.

### **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.**

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

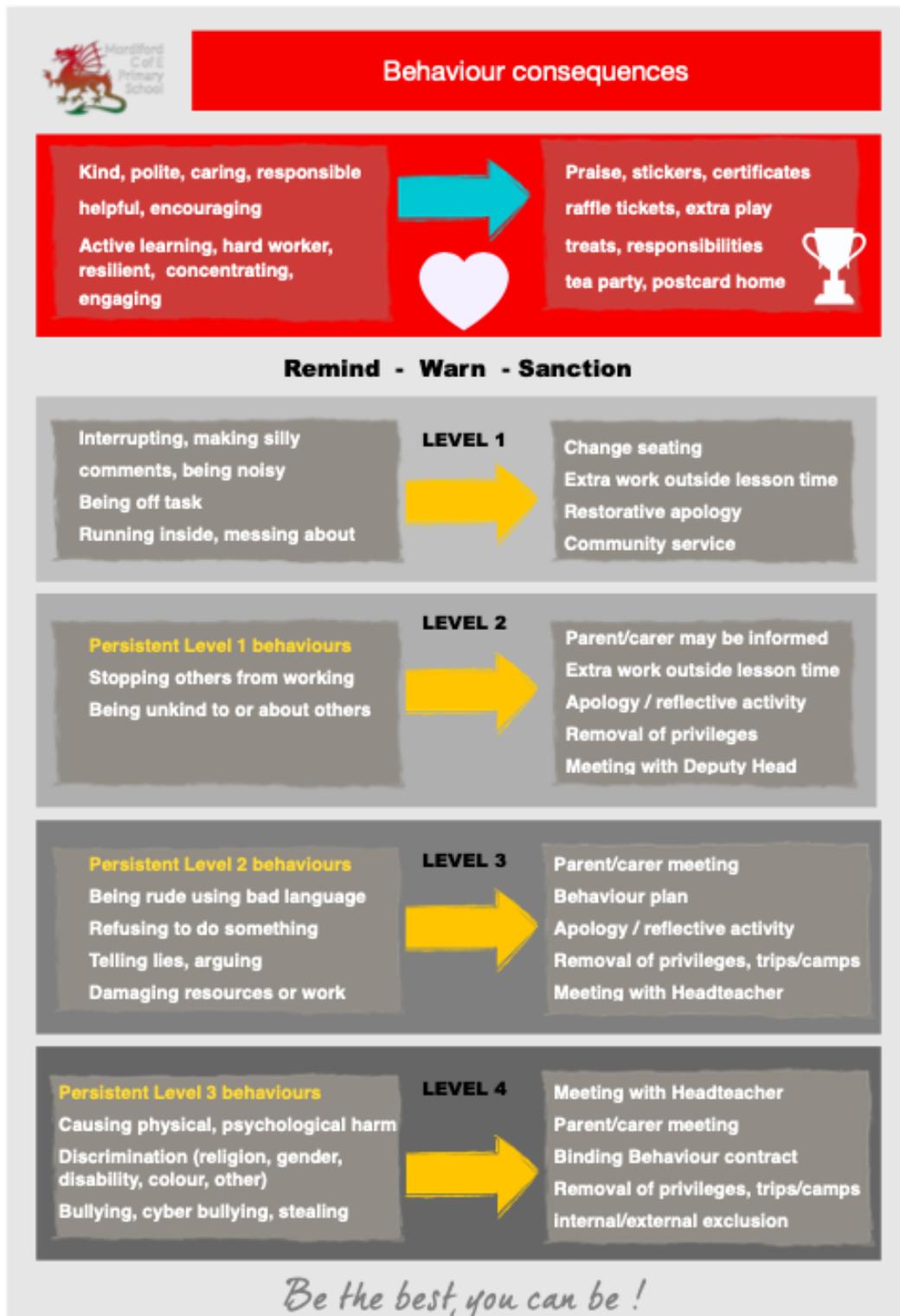
- To be and feel safe
- To teach and to learn
- To be treated with respect

In September 2021, we worked with students to create a behaviour consequences ladder to clarify with students what consequences occur if good behaviour has not been upheld.

We operate a **Remind, Warn, Sanction** approach to managing behaviour unless the behaviour is dangerous or could hurt someone then we move straight to a sanction.

The Year 6 students helped to create a ladder with 4 levels of behaviour and they helped determine consequences attached to each behaviour. We want children to take responsibility and learn from their mistakes.

The behaviour ladder is seen on the next page.





# Behaviour Policy

## November 2021

### **Exclusion:**

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 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'.

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.

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

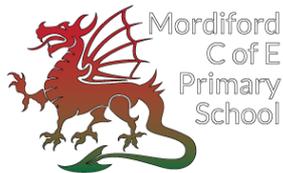
The Governing Body have taken account of advice provided by the DfE - Use of reasonable force: advice for head teachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

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)

Bullying is repeated and targeted behaviour aimed at a tormenting, hurting or intimidating another pupil, bullying behaviour can be physical or verbal. We do not tolerate bullying of any kind.

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.



# Behaviour Policy

## November 2021

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.

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.



# Behaviour Policy

## November 2021

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.

This policy was reviewed by the Governing Body on :

Next review Date :