

Moulton Primary School

Behaviour Policy

1 Introduction

At Moulton Primary School we want every member of our school community to feel valued and respected and for each person to be treated fairly and well. This reflects the values of our wider society and ensures that our children leave our school fully prepared for life in modern Britain. Our Behaviour Policy is a means of promoting good relationships and behaviour, so that we can all work together with the common purpose of helping everyone to learn.

A copy of this policy will be posted on the school's website and is available in hard copy on request through the school office. Parents are reminded of key policies and how to access them each year through newsletters.

Governing bodies of maintained schools have a duty under **section 175 of the Education Act 2002** requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

2 Aims

At Moulton Primary School we consider that good behaviour is necessary for effective teaching and learning. We also believe that it is part of our role to help children learn to respect themselves and those around them, including those with different faiths and beliefs, and their responsibility for achieving this. These principles are illustrated through our **Golden Rules** and our **Rainbow of Respect**, both of which underpin this policy.

3 Bullying

The school does not tolerate bullying of any kind and when it occurs we will act immediately to stop any further occurrences of such behaviour. While we accept that eradicating bullying is difficult, we will do everything in our power to ensure that all children can attend school free from fear. Our anti-bullying policy should be seen as part of this behaviour policy.

4 Encouraging and rewarding positive behaviour

Our policy is based on the premise that all children respond positively to praise and encouragement. Our 'Rainbow of Responsibility' reinforces this and is applied alongside our 'Golden Rules' at every opportunity.

4.1 Our **Golden Rules** are displayed prominently throughout the school in classes and teaching areas and are referred to by all staff as appropriate. Individual class rules are agreed at the start of each academic year and are displayed in class or written up by children as appropriate. In this way every child knows the standard of behaviour we expect in our school. If there are incidents of anti-social behaviour these are discussed with the whole class during circle time.

4.2 Rewards

We promote positive behaviour with rewards for the children's effort and work, good behaviour, politeness, acts of kindness, helpfulness or consideration for others. Individual rewards vary from non-verbal rewards such as a smile or thumbs up sign, the use of stickers, charts and certificates, showing and displaying work, acknowledgement at achievers' assemblies, the awarding of special privileges and responsibilities. For something outstanding or special the pupil will be sent to the Headteacher for special recognition. The school acknowledges the efforts and achievements of children, both in and out of school, through school achievement assemblies.

Rainbow Cards

We also have a class points and reward system where good behaviour is rewarded by the class teacher with marbles added to the class jar. Once full, the class chooses a special reward activity. Rainbow Card awards are given out by lunch time supervisors or other staff are also exchanged for a marble in the jar.

4.3 Gold Assembly

Gold behaviour is acknowledged every week in our Gold Assembly on a Friday. Gold children stand up and are applauded by the school; individual children may be mentioned by their class teacher. When the whole class is Gold, they receive a gold star for their class picture which is on the Good to be Gold display the hall.

Gold Playtime

Gold playtime is a reward for Gold behaviour. It is a special playtime with more staff out and extra equipment to make it more fun for children. For those children that do not want to go out in the cold weather, they can stay in one classroom with a teacher and play games. Children, who are not gold, do not go out to Gold Playtime. They stay in one classroom, supervised by an adult and are encouraged to think about how they can be Gold next week using a 'Think Sheet'.

Gold all Term

If children are Gold all term, they receive a certificate at the end of the term. Children that are Gold all year, receive a special treat.

4.4 Circle time

As part of their personal and social development the children will also participate in circle time. This time is devoted to enhancing self-esteem, self-discipline and positive relationships through planned age-appropriate structured class discussions. Children also participate in SEAL activities (Social and Emotional Aspects of Learning) through PSHE and linked with circle time. These approaches benefit children as individuals and as members of the school family and provide an opportunity for children to share pleasures, worries, fears learn to take turns and listen to others.

5 Consequences

Even in a well-ordered and positive environment it may be necessary from time to time to use sanctions to ensure behaviour standards are met. We monitor the behaviour of children through our "Good to be Gold" system. This happens weekly by the class teacher and every half-term by the Headteacher.

Non-Gold Behaviour

There are consequences for children that do not meet the school's expectations and they are consistently applied to all children.

Stage 1

Consequences

- Verbal warning None further
- Formal warning YELLOW card issued – card placed vertically behind Gold card in the rack and stays in all week; record in behaviour book.

Stage 2

Consequences

- 2nd YELLOW card Automatic RED card issued and recorded in **Behaviour Book**.

Behaviour report letter sent home - reply slip required from parents.

Stage 3

Serious Behaviour

Automatic RED card issued for:

- Hurting others deliberately
- Fighting and racial abuse
- Swearing or other rude or sexual language
- Not following adult instructions or disobedience
- Extreme rudeness
- Bullying

Repeated Red Cards Parents asked to attend meeting with class teacher; usually after 3 or 4 red cards at the teacher's discretion. AT the meeting the behaviour issues are discussed and actions agreed to address the unacceptable behaviour.

No improvement Parents asked to attend meeting with Headteacher and the class teacher to discuss and agree a plan to address the behaviour issues.

6 The Role of Staff

All staff have responsibility for ensuring that the behaviour policy is enforced and are given training and guidance on this as needed. All children are treated fairly and rules are enforced consistently by all staff; children are treated with respect and understanding at all times.

Teachers report to parents and carers about the progress and behaviour of each child in their class, through parent teacher meetings and in report to parents. Teachers may contact a parent if there are concerns about the behaviour or welfare of a child at any time during the school year.

It is the responsibility of the Headteacher, under the **School Standards and Framework Act 1998**, to implement the school's behaviour policy consistently throughout the school, and to report to governors on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of everyone at the school.

The Headteacher sets standards of behaviour and supports staff in the implementation of the policy. We appreciate that dealing with difficult behaviour is very stressful for staff. We make this a collective responsibility for all staff, with mutual support a key part of our caring community. The Headteacher will ensure all necessary measures to try and improve the child's behaviour are put in place. This may involve parents and carers, other school staff and outside agencies.

- 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.
- 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 whole-school policy.

7 The Role of Parents and Carers

The school works in close partnership with parents and carers, so that children receive consistent messages about how to behave. Parents are formally reminded at the start of each school year about the Good to be Gold system and receive weekly updates in the newsletter and termly updates through the Gold All Term awards. Individual children's behaviour is reported twice a year in the Pupil Report; this states explicitly if children's behaviour meets expectations or not. Parents always receive a Red Cards report if a red card has been issued and are asked to sign and return a reply slip to confirm receipt.

Part of this partnership includes parents supporting the school's use of consequences and sanctions. However, should parents and carers have any concerns about the way that their child has been treated, they should contact the class teacher. If the concern remains, they should then contact the Headteacher. If these discussions cannot resolve the problem, our formal complaints procedure can be implemented.

8 The Role of the Governing Body

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

The governing body is responsible for setting the general guidelines on standards of discipline and behaviour and for reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

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

Governing bodies will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

9 Exclusions

We do not wish to exclude any child from school but where there is sufficient evidence that a pupil has committed a disciplinary offence (and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school), the pupil may be excluded for a fixed period or permanently. We use the **Moulton Primary Pathway to Exclusion** document to ensure that children, parents and staff understand the steps in this process.

Only the Headteacher, Deputy Headteacher or the senior leader in charge in the Head's absence, has the power to exclude a pupil. Whilst not an exhaustive list, the following sets out the kind of poor behaviour that might lead to exclusion:-

- physical assault including violent behaviour
- verbal abuse/threatening and aggressive behaviour
- bullying
- racist abuse
- sexual misconduct
- drug and alcohol related incidents, including other substances
- damage to property
- theft
- persistent disruptive behaviour, including non-compliance and failure to follow school rules.

9.1 Permanent exclusion will normally only be used as a last resort when all other reasonable strategies have been exhausted without success. However, some offences will be deemed so serious or affect the discipline and well-being of the whole school community that permanent exclusion for a first, or one-off, offence will be deemed by the Headteacher to be an appropriate response. These types of very serious behaviour include:

- serious actual or threatened violence against another pupil or member of staff,
- sexual abuse or assault,
- supplying an illegal drug,
- carrying an offensive weapon.

9.2 If the Headteacher excludes a child, they will inform the parents or carers within the prescribed timescales, giving reasons for the exclusion. At the same time, the Headteacher will make it clear to the parents or carers that they can, if they wish, make representation or appeal against the decision to the governing body. The school will inform the parents or carers how to make such an appeal.

10 Restrictive Intervention and Positive Handling Policy

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children if the child is in danger of hurting themselves or injuring others. The actions that we take are in line with government guidelines on the restraint of children and with our Restrictive Intervention and Positive Handling Policy.

11 Drug- and alcohol-related incidents

Our pupils will be taught through the PSHE curriculum about the importance of a healthy lifestyle and it will be made clear that the possession or taking of illegal drugs and other substances will not be tolerated.

It is our policy therefore that no child should bring any drug, legal or illegal, to school. Separate arrangements are made for children who require prescribed medication during the school day – see **Health and Safety Policy** and **Supporting Children with Medical Needs Policy**. The school will also take very seriously misuse of any substances such as glue, other solvents or alcohol – see **Substance Misuse Policy**.

Any child who deliberately brings drugs or other harmful substances into school for the purpose of misuse may be excluded for a fixed period or permanently. Where appropriate, outside agencies will be informed.

12 Support for individual pupil needs

We expect all children to meet our expectations but recognise that this will be more difficult for some children at certain times and an individual response may be required. We will make reasonable adjustments to the rewards, sanctions and teaching strategies within this policy in order not to disadvantage any pupil. This may mean that there is the appearance of the policy not being adhered to at times, as rewards and sanctions are applied “differently” but pupils, staff and parents should be reassured that adjustments are only made when necessary in order to meet a pupil’s individual need.

Additional support is available, through the school’s **Special Educational Needs** (SEN) system and through our learning mentor, for pupils who have social, emotional and behavioural needs. Our SEN policy sets out how we support pupils on the special needs register, including working with parents and external agencies if appropriate.

This behaviour policy acknowledges the school’s legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

13 Behaviour outside school

The school will use disciplinary sanctions if necessary to regulate the behaviour of pupils off site and when they are not under the lawful control of a member of the school staff. The school expects pupils to behave in a positive way at these times. In applying sanctions, the Headteacher will be mindful that there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole.

15 Confiscation

The school may confiscate items such as mobile phones and sharp objects in certain circumstances. Appropriate arrangements for the return of these items will be made. If it was necessary, and in the interests of the health and safety of the pupils and staff, screening and searching of pupils for weapons will be conducted according to the *2014 Searching, screening and confiscation advice*.

16 Monitoring and review

The Headteacher monitors the effectiveness of this policy every two years or when needed if earlier and reports this to the governing body making recommendations for further improvements.

The school keeps appropriate records concerning incidents of misbehaviour, including incidents that occur at break or lunchtimes.

The Headteacher keeps a record of any child who is excluded for a fixed-period or who is permanently excluded.

The school reports any bullying or hate crimes to the Local Authority in accordance with their policy.

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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

The Behaviour Policy is shared with parents and carers when their child starts school via the school prospectus, the home-school agreement, and through school newsletters. This policy is also available on the school website and hard copies will be provided to parents on request.

The use of both rewards and sanctions is monitored by the Headteacher to ensure that they are administered fairly, consistently, and non-discriminately and take account of individual pupil need.

17 Complaints about behaviour and discipline

Any complaints about behaviour and discipline will be dealt with under the school's complaints procedure.

Policy Links

- PSHE, Drugs and Substance Misuse, Health and Safety, Safeguarding, SEN, Anti-Bullying, Exclusion, Restrictive Intervention and Positive Handling Policy.

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