Diocese of Norwich Education and Academies Trust

Mundford Church of England Primary Academy

Behaviour Policy

Adopted by LGB: March 2016
Reviewed by Staff: February 2017
Reviewed by Pupils: September 2017
Reviewed by LGB: September 2017

Our Christian ethos provides a code of morals and behaviours by which to thrive. In order for our society to flourish everyone needs to adhere to its values and behave in an acceptable manner. We want our children to become responsible citizens, so they need to learn socially acceptable ways and demonstrate them in their daily lives.

The Purpose of the Behaviour Policy

At Mundford Church of England Primary Academy, we aim to create a welcoming, caring environment where relationships are based on respect and to develop a positive self-esteem in each child. Good pupil behaviour is fundamental to each child's happiness, well-being and successful learning. Thus all staff are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience.

Rights, Rules and Responsibilities

At Mundford Church of England Primary Academy, discipline is not seen as the control of children. We believe discipline to be the **leading, guiding, encouraging** and **instructing** of children within a framework of rights, responsibilities, rules and routines.
We believe that all children have the right to develop their potential, be safe and happy. Rules or codes of behaviour are essential for maintaining those rights and are split into three areas: whole school, the classroom and the playground/field. It is the responsibility of everyone, both child and adult to assist in the promotion of socially acceptable ways. For their rights to be maintained children have to take responsibility to follow the rules. If children break the rules they need to understand that they have chosen to do this and therefore must accept the consequences of their actions.

Any decision-making processes associated with this policy are to be discussed with pupils (School Council) and staff.

Positive Discipline

"Positive discipline is about creating the best environment and social climate for learning and teaching, so that correction is given in a way that minimises unnecessary stress and considers the self-esteem of those being corrected." (Behaviour Management, A Whole School Approach, by Bill Rogers)

In order to encourage our children to behave in a socially acceptable way, staff must model good behaviour by:

Treating all children and adults with respect and speaking politely;

Using the De-escalation Script to ensure that when a pupil is feeling angry, the adult who speaks with them does not exacerbate a situation and also to ensure consistency. E.g. no one is either a 'soft touch' or 'overly harsh' with children;

Praising children's efforts and achievements as often as they can;

Explaining to children what they should have done or said when they got it wrong;

Telling parents about their child's efforts and achievements;

Avoiding using critical or sarcastic language;

Promoting self-confidence;

Teaching of Christian values through the Academy's ethos and curriculum;

Using PSHE lessons and the PATHS programme;

Providing class/group rewards e.g. Merit Points.

Involving pupils in setting school/class rules;

Agreeing playtime rules with the pupils;

Providing opportunities for pupils to take on responsibility;

Discussing issues with the School Council;

Taking part in the National Anti-bullying Week;

Recognising and acknowledging good behaviour: noting when it happens;

Celebration Assemblies;

We believe that children should be expected to:

Treat other children and adults with respect;

Speak politely to other people;

Take good care of property and the premises.

Consequences

These are planned consequences for inappropriate behaviour choices. Depending on circumstances, they can be used in any sequence:

Minor Behaviour Issues e.g. 'one off minor incidents'

- Giving a rule reminder;
- 'Time out' inside or outside for a maximum of 5 minutes;
- Shadowing a teacher or teaching assistant for a set time during break;
- Movement to a different place within the class, dining room etc.;
- Verbal or written apology;
- Catching up on missed classwork during break or lunchtime.

Class teachers should be informed if the incident is dealt with by another adult. Parents will only be informed of the incident if the class teacher feels this is necessary. This may be via a note in the Home/School Book, informally before or after school or by telephone.

More Serious Behaviour Issues

- Completion of a **Behaviour Sheet** (See Appendix 1);
- Sit down together (pupil/pupils + adult) to problem-solve a way through the difficulty;
- Withdrawal from class or playground.
- Behaviour Recovery: This deals with behaviour issues that arise during lunchtimes that are of a more serious nature where a few minutes time out on a bench would not be appropriate. A different member of staff is on duty each day and notes pupils who have problems, discusses the issues with the pupil(s), using the conflict support plan (see appendix) as a prompt. It may then be appropriate for them to complete a behaviour sheet or write an apology. This ensures that all pupils are treated consistently and any on-going friendship or behaviour problems etc. are quickly identified. Incidents are recorded in the behaviour recovery log and a card is completed to pass on to the class teacher.

- All staff also have a copy of our de-escalation script (see appendix) to ensure that when a pupil is feeling angry the adult who speaks with them does not exacerbate a situation and once again to ensure consistency. E.g. no one is either a 'soft touch' or 'overly harsh' with children.

All serious playtime incidents should be logged in the behaviour recovery log, so that ongoing problems and patterns can be identified.

Serious or Persistent Behaviour Issues

- Parents will be informed;
- Loss of privileges e.g. attendance at after-school clubs, competing in house competitions, disco, school parties, school visits (including residential visits when safety could be compromised) etc.;
- Withdrawal from class or playground;
- Reporting to another teacher or the headteacher.

Minor misdemeanors are not usually reported to parents but will affect the child's weekly score on their behaviour tracker (see appendix). This then informs the next steps e.g. sanctions within school or whether parents need to be informed. If the latter is the case, then the school expects the full support of parents in ensuring that their child's behaviour improves and in monitoring a behaviour chart, if this has been implemented.

If this is found to be unsuccessful then the Headteacher may decide to exclude a pupil, for a fixed term or permanently; taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. If the behaviour displayed is of a particularly serious nature, none of the above sanctions/consequences may be considered, as a fixed term or permanent exclusion may be the only appropriate course of action for the Headteacher.

The Use of Reasonable Force

Reasonable force can be used by any member of staff (including unpaid volunteers who are escorting a school trip) in the following circumstances:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- To restrain a pupil at risk of harming themselves through physical outbursts.

Reasonable force cannot be used as a punishment.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.

Searching a Pupil

Searching with consent

- Academy staff can search pupils with their consent for any item which is banned by the school rules. Banned Items: knives or weapons, or any other items that may cause injury/damage to the pupil/other pupils/property, alcohol, illegal drugs, stolen items.
- Schools/Academies are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the

pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the academy's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without Consent

- If a member of staff has reasonable grounds for suspecting that a pupil is in possession of a prohibited item e.g. Knives or weapons, alcohol, illegal drugs or stolen items, they may search without consent.
- The headteacher or a member of Academy staff authorised by the head teacher may search a pupil but they must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be also the same gender as the pupil being searched. Academy staff here means a teacher or someone who has lawful control or charge of the child.
- Searches without consent can only be carried out on the Academy premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.
- The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff.

Monitoring, evaluation and review

The Academy will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

The Headteacher will report on pupil behaviour to the Governing Body each half term.

Appendix 1

Thinking about my Behaviour

NAME_____DATE_____

Please think carefully about the incident and describe it in sentences. Please be honest about what happened.

What did you do?

When and where did it happen?

What made you behave like this?

How do you think it has made others feel?

How would you feel if this happened to you? How do you feel about it now?

What would you do differently and why?

What would you like to say to others involved about the incident now?

Appendix 2

The Behaviour Tracker

3	Consistently above expectations in many ways.
2	Above expectations in some ways.
1	**Expected Behaviour**
0	Occasional less than expected behaviour, but will have redeemed themselves or shown expected or better behaviour at other times.
-1	Less than expected behaviour on numerous occasions.
-2	Deliberate hurting of others; Persistent serious disrespect and/or bad language.
-3	Exclusions

Children who are absent all week will receive no score.

Expected Behaviour:

- Demonstrates our school values: respect, kindness, honesty.
- Is 'ready to learn' and takes part in learning.
- Listens & follows instructions.
- Meets class-specific expectations (e.g. regarding homework, class rules etc.)

Behaviour that we want to see and contributes to a more positive score would be:

- Working independently, persevering and seeking support from resources and people as appropriate.
- Working efficiently with others, listening and adding positively to group activities.
- Noticing, questioning and showing an interest in their learning.
- Settling quickly, working at a good pace and avoiding distractions.

At the end of each week, children will be given a score that best fits their behaviour. We ask that parents speak with their child about their weekly score so that we all encourage the best learning behaviours and give no value to poor conduct. Staff will total the scores over the term and those children with the highest scores will receive certificates to celebrate their achievement.

Appendix 3

De-escalation Script

To de-escalate a situation, avoid suing stern words, confrontational body language or facial expressions. When a child is angry or distressed, we should not expect eye contact. A smile does not always mean that the child is finding the situation amusing. In a difficult moment, a child may smile as they don't know how to react.

The following 'script' should be followed:

- Child's name
- I can see something's wrong/happened.
- I'd like to help.
- If you want to talk to me, I'll listen.

This is to de-escalate a situation, ie. the beginning, it is not the solution.

Appendix 4

Behaviour Recovery

..... was sent in to Behaviour Recovery on ..... for

They have discussed their behaviour with ..... and the following consequences have been applied:

Behaviour Recovery

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Appendix 5

Behaviour Recovery Conflict Support Plan

What Time?	Where?	Who?

What were you doing before?	What did you see? What did you hear?

What happened next?	What will happen now?

Completed by: Date:

Further Action Taken:

NB: double-click the plan above to open a full-size version for printing.