



# **Mundford Church of England Primary Academy**

## **Behaviour Policy**

**Adopted by LGB:**

**Reviewed by Staff: September 2019**

**Reviewed by Pupils: September 2019**

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 (see appendix 2) 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;  
Involving pupils in setting both whole-school behaviours and consequences and class-specific rules;  
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; Sharing Assemblies; House Points etc.  
Using the 'Good to be Green' system to ensure behaviour is treated consistently.

**We believe that children should be expected to:**

Demonstrate the school values of kindness, honesty and respect.  
Speak politely to people.  
Take good care of property and the premises.  
Take part in learning: contribute to lessons, have a go and try their best.

**Responses to Inappropriate Behaviour**

When dealing with behaviour that falls below the expected standard throughout the school, adults will:

- ensure that the child understands why his/her behaviour is not appropriate.
- seek to avoid confrontation and demonstrate compassion through active listening and forgiveness where there is an acknowledgement of wrong doing. Use 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.
- establish the facts and reserve initial judgement.
- use consequences consistently as set out below.
- remember that quiet, personal, explicit reprimands are preferable to general criticism of whole groups.
- give children responsibility to make amends, reminding them that it is their behaviour, not themselves, that is unacceptable.

When dealing with behaviour that falls below the expected standard within the classroom, teachers will:

- deal with classroom problems, whenever possible, within the classroom.
- require unacceptable work to be repeated.
- expect a child to make up for wasted time during his/her free time; e.g. at break or dinner time.
- inform parents if equipment is deliberately damaged and invite them to replace it.
- use the reflection table and PATHS reflection sheets to give children the time to think deeply about their behaviour, its effect on other's and what they can do to prevent re-occurrence.

**Behaviour Recovery**

Behaviour Recovery is run by a teacher and gives pupils an opportunity to discuss a playtime incident, reflect on what has happened and agree a plan to prevent further incidents.

Being asked to visit Behaviour Recovery should not be considered a sanction in itself: sometimes children have done nothing wrong but were a witness or victim of inappropriate behaviour by others; sometimes children simply need time to calm down or to talk through what has happened to prevent a situation escalating.

If during Behaviour Recovery a child is found to have shown inappropriate behaviour, the guidelines in appendix 1 will be referred to and sanctions applied depending on the level of the behaviour. Class teachers are always informed and parents or Head informed dependent on the level of severity.

## Good to be Green Behaviour Scheme

The 'Good to be Green scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code. The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start afresh the following day.



Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The card says 'It's Good to be Green!' and the children soon learn to associate being on Green with a feeling of having done the right thing. If they are still on Green by the end of the day, the child is awarded a House Point. Each child's green days are tracked on a chart and children who have been 'good to be green' all half term will be given a certificate to celebrate their positive contribution to the schools values.

If, during the day, in lessons, or at break times, a child has to be warned of inappropriate behaviour, or has broken a school rule, then a Yellow Warning Card will be displayed over the top of the Green card. The warning gives the child the opportunity to reflect, consider and review their behaviour. If a child is already on a Yellow

Warning Card, and they have to be told again of inappropriate behaviour, then there are consequences. A yellow card would equate, for example, to 5 minutes off playtime (refer to the behaviour policy table for a full list of behaviours & consequences).

Sometimes, just the threat of moving a child onto a Red Consequence Card is enough to encourage them to behave appropriately. However, if necessary, the child's Yellow Warning Card will be moved to the back of the pocket and the Red Consequence Card will be displayed. Persistent Level 2 behaviour would equate to a red card which would then have a consequence of loss of playtime of lunchtime. A child who has received three red cards in a half term would be a cause for concern, and parents would be notified. Persistent Level 3 or any Level 4 behaviour could result in a temporary/ permanent exclusion. In this situation the school will follow the Norfolk County Council procedures for exclusion which can be found on: <http://www.schools.norfolk.gov.uk/Behaviour-and-safety/Exclusions-from-schools/index.htm>

Equally, pupils will often display behaviours where they go out of their way to be friendly, welcoming or helpful or make an extra effort in their learning. Pupils also have the opportunity to be rewarded for very good behaviour by being awarded a Silver Award, or even a Gold Award, alongside House Points and other class reward systems.

Staff and children have agreed the behaviours for each level and the appropriate consequences for each level.



## **Confiscation of Inappropriate Items**

- Schools have the right to confiscate pupils' property as a disciplinary sanction. At Gooderstone we would remove from the child any inappropriate, expensive or potentially dangerous items. The confiscated items will be held by the class teacher or sent to the school office until the end of the day.
- Items such as toys, any latest craze, small amounts of money or hairbrushes etc that might be brought into class and might cause a disturbance will be taken and kept by the teacher until the end of the day when they can be returned to the child or parent/carer.
- In the unlikely event that any illegal item be confiscated then relevant authorities will be informed.

## **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 Mundford Church of England Primary Academy – Behaviour Policy 7 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.

## **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.

## **MONITORING AND REVIEW**

- The School keeps a variety of records concerning incidents of misbehaviour. It may be necessary for the class teacher to record minor classroom incidents.
- The Head teacher keeps a record of any child, who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the School Policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of 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 religious, gender, 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.

## Appendix 1: Behaviour & Sanctions

To try and ensure consistency, children and staff have agreed the following guidelines.

Silver Award	Reward
<p>Helping others (<i>above &amp; beyond our whole school expectation to show kindness, e.g. giving up their own time &amp; without being asked</i>).</p> <p>Extra work/homework outside of lessons.</p> <p>Motivating or setting a good example to others in group work.</p> <p>Editing, checking work and making a significant improvement in work or learning.</p> <p>Trying your best and putting extra effort into your learning (<i>e.g. extending yourself, extra practice, perseverance &amp; resilience</i>).</p>	<p>Children receive house points.</p> <p>When children have collected enough house points, they are awarded certificates in Sharing Assembly.</p> <p>Each week the house team with the most points is also celebrated in Sharing Assembly. After three wins, the house team earns a non-uniform day.</p>

Gold Award	Reward
<p>Star of the Week</p> <p>Writer of the Week</p>	<p>Children receive a certificate, are celebrated in assembly and receive 3 house points.</p>

Level 1: Stop & Think	Range of Possible Sanctions
<p>Not listening/paying attention, talking when someone else is talking or shouting out.</p> <p>Fiddling or making distracting noise, faces or gestures.</p> <p>Not getting on with work.</p> <p>Distracting others' from their work.</p> <p>Inappropriate physical contact (e.g. poking, pushing past, grabbing toys from others, grabbing clothing).</p> <p>Rough play.</p> <p>Climbing on or damaging plants or trees.</p> <p>Encouraging others to do any of the above.</p>	<p>Informal gesture: eye contact, frown, pointing etc.</p> <p>Moving the child to a different seat.</p> <p>Prompt card on their table.</p> <p>Verbal prompt – reminding them of the behaviour we wish to see &amp; inviting them to make the right choice.</p>

<p align="center"><b>Level 2:</b> <b>Yellow Warning Card</b></p>	<p align="center"><b>Range of Possible Sanctions</b></p>
<p>Persistent or repeated level 1 behaviours. Shouting at someone. Throwing small objects (e.g. rubbers). Being disrespectful or unkind towards adults or children (this includes name-calling, deliberately hurting other's feelings, rudeness, pulling faces). Lying. Drawing on others work/minor damage. Not completing your work. Not looking after school property. Encouraging others to do any of the above.</p>	<p>5 minutes off playtime or lunchtime. <i>This time may be used for:</i> <i>Repetition of the task or completion of the work.</i> <i>Completing a behaviour reflection sheet.</i> <i>Writing an apology.</i> <i>Discussing their behaviour with an adult.</i> Moved to work at the class reflection table. If during playtime: 5minutes 'time out' with an adult or sent in to behaviour recovery.</p>
<p align="center"><b>Level 3:</b> <b>Red Card</b></p>	<p align="center"><b>Range of Possible Sanctions</b></p>
<p>Persistent repeated Level 2 behaviours. Deliberately hurting others (including throwing things at other people). Fighting. Stealing. Spitting at others. Swearing. Threatening others. Bullying. Refusal to follow adult instructions. Encouraging others to do any of the above.</p>	<p>Parents informed – meeting with class teacher to discuss. Loss of whole playtime or lunchtimes (time used to make amends: redoing work, apology, repairing property etc.). Recorded in behaviour book. Reported to Head. Withdrawal from extra-curricular activities and loss of privileges (e.g. clubs, disco, sports events) Temporary exclusion, lunchtime exclusion or permanent exclusion.</p>

<p align="center"><b>Level 4</b></p>	<p align="center"><b>Range of Possible Sanctions</b></p>
<p>Persistent repeated Level 3 behaviours. Physical or violent assault causing injury, or persistent violent behaviour. Sexualised behaviour or assault. Serious damage to property (e.g. vandalism). Carrying a weapon with intention to wound. Persistent bullying, including homophobic, racist, threats and abuse. Carrying, supplying or abusing drugs.</p>	<p>Meeting with parents and Head with follow-up letter sent home. Temporary exclusion. Lunchtime exclusion. Permanent exclusion.</p>



## Appendix 2: De-escalation Script

To de-escalate a situation, avoid using 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.

