

Mundford Church of England Primary Academy

Behaviour Policy

Adopted by LGB:

Reviewed by Staff: September 25

Reviewed by Pupils: September 25

1. Introduction

As a Church of England Academy, our behaviour policy is informed by Christian values which underpin every aspect of our community's life and work, including our curriculum. These values are firmly rooted in the teachings of Jesus. Central to our policy are Jesus' words recorded in the Gospel of Matthew, widely known as the 'Golden Rule/Promise':

"So in everything, do to others what you would have them do to you."

2. We aim to:

- Create a positive, **Respectful, Honest, Kind** and caring environment in which all children can flourish and reach their full potential as God intended.
- Ensure that children know they are unique, valued and an important part of school and the wider world – valuing the creation to raise self-esteem and self-worth.
- Develop relationships based on **Respect, Honesty** and **Kindness** between all members of the school community, including parents and governors.
- Raise awareness of desired standards of behaviour by celebrating and rewarding occasions where children have displayed our school values in practice (e.g.: Sharing Assembly).
- Ensure that there is clarity and consistency across our school about procedures and consequences, agreed by all stakeholders.

3. As a direct consequence of the Behaviour Policy:

3.1 Children will:

- build strong relationships.
- experience what it means to live and serve as a member of an open, generous and forgiving community.
- develop a resilient, reflective, positive mind-set to all challenges they face.
- benefit from a calm, peaceful and secure learning environment.
- be fully involved in regular reviews of the Behaviour Policy (through School Council etc).

3.2 Teachers will:

- model forgiveness and the possibility of restoration and a new beginning in their relationships with both adults and children.
- draw on wisdom and understanding of developing children's personal, social and emotional skills, working together as a team to share experience and skills, ensuring whole school cohesion and continuity.'
- benefit from a calm and secure environment in which to teach effectively.
- build positive relationships with parents and the whole school community.
- develop personally and professionally.

3.3 Parents will:

- be fully informed about the school's ethos, core Christian values and the Behaviour Policy.
- feel confident that all the decisions regarding behaviour are just, unbiased, and informed by the school's values and agreed rewards and sanctions.
- be confident that their child is developing personally, socially and academically.
- be offered opportunities to explore further the schools' values at home through home learning activities.
- feel welcome in school to discuss their child's progress in a positive atmosphere.

4. Classroom Promises

- At the start of the year, each class teacher will agree a set of class promises (class charter) to outline expectations and responsibilities. These should be phrased positively, be on display and referred to, especially in the first few weeks.

5. Responses to good behaviour

- Praise and positive comments will be given readily. Class and supply teachers, lunchtime supervisors and support staff will be encouraged to comment on good behaviour using the 'values language' in order that children understand what the value, e.g. compassion, looks like in practice. Stickers may also be used to highlight good behaviour.
- Each child in school is in a colour team family. All staff can issue house team points for positive behaviours and contributions in school, as well as during lunchtime. Children have their own house point books to record their successes.
- The good to be green scheme allows adults to give silver and gold awards to those showing positive behaviour and good learning behaviours.
- Weekly Sharing Assemblies allow one child from each class to be chosen to receive a certificate based on the school values and learning behaviours (star of the week). This is an opportunity to thank the child for being a positive role model of the school community. A wow of the week is also awarded to a child for an exceptional piece of work.
- Teachers are also able to reward children with stickers and house points to celebrate good behaviour choices.

6. Response to Inappropriate Behaviour (see behaviours and sanctions)

6.1 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.
- establish the facts and reserve initial judgement.
- use consequences sparingly; a removal of privileges will be used as the main sanction.
- 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.

6.2 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.
- All children will be given the time to reflect on their behaviour using a reflection form (as appropriate to their age). This is to encourage them to think deeply about **why** the behaviour happened and **how** they can make amends.

6.3 Nurture

Nurture sessions are run by a teacher and give pupils an opportunity to discuss a playtime incident, reflect on what has happened and agree a plan to prevent further incidents.

These sessions are also offered to children for them to choose to stay in if they so wish to help them to begin to recognise when they may need space to reflect on their emotions and actions independently in a safe a calm environment.

Being asked to visit Nurture 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 need time to calm down or discuss what has happened to prevent a situation from escalating; sometimes children may choose to play in Nurture in order to prevent difficulties outside.

If during Nurture 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, as are parents and the Senior Leadership Team dependent on the level of severity.

7. 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, 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 'Stop and Think' card will be given in the first instance as a chance for the child to rectify their behaviour. The warning gives the child the opportunity to reflect, consider and review their behaviour. If the behaviour continues, or is of a higher level as per the table below, a Yellow Warning Card will be displayed over the top of the Green card. Sanctions for this will be explained and will occur in line with the agreed consequences in the table below. Parents may be informed if deemed necessary by the class teacher

dependent on the level or consistency of the behaviour.

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, the Red Consequence Card will be displayed and the relevant sanction applied.

Parents will always be informed if their child receives a Red Consequence Card. If this behaviour persists, parents will be invited into school for a meeting to discuss the incidents and to create and agree a Positive Behaviour Plan to encourage more appropriate behaviour. This will be reviewed and updated as necessary. Serious or persistent behaviour incidents between levels 3-5 behaviour could result in a temporary suspension or 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-fromschools/index.htm>

The Federation's Exclusion Policy can be found on the website:

<http://www.churchsidefederation.norfolk.sch.uk/policies/>

It is important for children to be recognised when they display behaviours where they go out of their way to be friendly, welcoming or helpful. Within the 'Good to be Green' Scheme, pupils also have the opportunity to be rewarded for very good behaviour by being awarded a Silver Award (which equates to a silver card and 3 house points) or even a Gold Award (gold card and 5 house points). In addition, there are a wide range of school initiatives and programmes which reward appropriate/ good behaviour, like Praise Postcards for exceptional behaviour and attitude and 'Tea with Mrs G.' sessions.



Teachers and staff respond to inappropriate behaviour using the 'Good to be Green' scheme and record incidents of both inappropriate and exemplary behaviour.

The table below gives examples of some kinds of behaviour which are levelled according to 'severity'.

8. OUT OF SCHOOL BEHAVIOUR

Mundford Church of England Academy hopes our pupils act as positive ambassadors for us.

Taking the above into account, we expect the following:

- Good order on all transport (including the school taxi) to and from school, educational visits or learning opportunities in other schools.
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour. Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being members of the school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future

The School expects pupils to behave well out of School, a pupil's behaviour should be orderly and respectful of the people and environment around them. Schools do not expect behaviour that would pose a threat to another pupil or member of the public or that could adversely affect the reputation of the school.

The School will investigate instances of poor behaviour out of School and may impose a sanction, which could include a permanent exclusion.

9. CONFISCATION OF INAPPROPRIATE ITEMS

- Schools have the right to confiscate pupils' property as a disciplinary sanction. At

Mundford 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.

10. 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.

Behaviours and Sanctions

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

These apply to behaviour at all times - in class, around the school and at playtime.

| Silver Award | Reward |
|---|--|
| Challenging themselves in their learning outside of the lesson Helping others Showing kindness to others Producing the best piece of work they can. Show a positive growth mind-set towards challenges. | Children to receive a silver award card and 3 house points. |
| Gold Award | Reward |
| Persistence in a task Resilience in learning Polite and respectful to everyone. Making a difference in the school and classroom Going out their way to care and help others Active and highly engaged in all learning Embracing and continually showing the core values of kindness, respect and honesty. | Children to receive gold award card and 5 house points. |
| Level 1 Stop and Think/ Warning | Range of Possible Sanctions |
| Lack of attention Failure to follow instructions Low level disruption to learning (e.g. calling out) Disrespecting resources Other: Out of seat Rocking on seat, slouching Pushing, shoving in line Running indoors In wrong place Incomplete work Not clearing up | Informal gesture: eye contact, frown, hand gesture etc. Moving the child to a different seat. A private reminder about the behaviour we wish to see- inviting them to make the right choice. Repetition of task/ completion of work in own time. Stop and Think card placed on child's desk or in their chart. |

| <p style="text-align: center;">Level 2 Yellow Card</p> | <p style="text-align: center;">Range of Possible Sanctions</p> |
|--|---|
| <p>Repeated refusal to work/ follow instructions Dishonesty Name calling Minor physical assault (e.g. poking, pulling hair)</p> <p>Other: Distracts others Throws small objects to distract – not to hurt Shouting out Complains or mutters disruptively/persistently Talking at an inappropriate time when they should be listening or asking inappropriate questions to disrupt Hides work or resources Interferes with/damages other’s property Minor deliberate damage (pencils) Wasting resources Leaves the room without permission Lies (older children) Telling lies to get others into trouble Persistent rough play</p> | <p>Moved to the reflection table.</p> <p>Missing whole/part of a break time or lunchtime for reflection, to catch-up missed work or write an apology.</p> <p>If during playtimes, 5 minutes ‘time out’ standing with an adult may be used before sending in to Nurture.</p> |

| <p style="text-align: center;">Level 3-5 Red Card</p> | <p style="text-align: center;">Range of Possible Sanctions</p> |
|---|---|
| <p>Persistent disruption of teaching and learning Potential bullying behaviours (including online) Physical assault Persistent defiance Ongoing disrespect to adults/peers Inappropriate language or gestures Threatening behaviour towards peers Throwing equipment/ objects Discriminatory language/ behaviour (ableist, homophobic, racist, religious, sexist, relating to SEMH) Sustained verbal abuse (including online) Child on child abuse Attempting/leaving the school ground without permission Severe damage to school property Spitting with intent Possession of a weapon or illicit object/ banned item Stealing Use of aggressive/violent behaviour with intent to cause injury Physical assault on adult/ peer Harmful sexual behaviours Drugs/alcohol/harmful substances</p> <p>Other: Encourages others to misbehave Answering back or constantly questioning adults' decision or request Refuses to obey instruction Destroys own work Destroys others' work Bullying</p> | <p>Parents informed- meeting with Class teacher to discuss Sent to a member of SLT. Reported to Headteacher. Positive behaviour plan written collaboratively with parents and child. Loss of whole of playtime or lunchtime. Child uses 'time' to try to make amends e.g. repairing property; re-doing work; apology. Reflection sheet completed in Nurture time. Withdrawal from extra-curricular privileges, e.g. clubs, disco, sports events.</p> <p>Permanent exclusion Temporary exclusion Lunchtime exclusion</p> |

Appendix: 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.

Reflection and, if appropriate, consequences will still take place, but this may be at a later time when the child is calm.

