

Behaviour policy and statement of behaviour principles



Moat Hall Primary School

Approved by: Jane King

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Within society we follow a series of ground rules that allow us to live together in relative harmony. In classrooms, children are made aware of the ground rules in school as they are on display for all to see. We call this set of rules "The Good to be Green Code".

Rules are written in a positive way and are fair. Children and adults have ownership of the code. Children and adults are in constant discussion over what is written, and what they stand for.

The Good to be Green Code:

We talk kindly and respectfully to each other.

We work quietly and helpfully together.

We take turns.

We walk quietly in our school and put things away quietly.

We are kind to each other and use good manners.

We try to solve problems in a fair manner – if that is hard, we ask an adult for help.

We try not to hurt people.

We use equipment safely.

7. Rewards and sanctions

We praise and reward children for good behaviour in a variety of ways:

All staff congratulate children, through positive feedback and praise.

House points

House points can reward children for academic achievements. Each child and every member of staff is assigned to a house. Currently there are four houses – Murphy, Rowling, Dhal and Wilson. During the week, children are given house point tokens that are collected in the hall. At the end of each term, the most successful team with the most tokens will receive a reward.

DOJOs

DOJOs are used to reward children for non-academic achievements, for effort and for caring and all aspects of good behaviour. They are also used for children that display good learning behaviours and a growth mindset.

Good to be Green

We believe that children should develop good discipline through positive encouragement and instruction whilst understanding their rights and responsibilities within the school setting. At Moat Hall Primary School, children have the right to feel safe at school; the right to learn and the right to be respected and to have fair treatment.

The Cards

Every child has 3 cards behind their name which are used alongside positive reinforcement of the Good to be Green Code.

Green Card: The majority of children will have a green card displayed by their name. This is because they have been following the code consistently.

Stop and Think: The children are given a warning to remind them of behaviour expectations. This is given before a yellow card is issued.

Yellow Card: Occasionally children will need a reminder of behaviour expectations in school. If a child needs reminding repeatedly of our expectations they will be told to change their card to yellow and may be asked to move places within the classroom. If the

child manages to improve their behaviour for the rest of the day, the teacher may rescind the yellow card.

Red Card: If a child continues not to follow the code, they will be requested to change their card to red and class teacher to inform parents at the end of the day. There will be rare occasions where a child's behaviour will take them straight to red e.g. physical fighting and verbal abuse. Once a child receives a red or yellow card it is recorded on the GTBG spreadsheet along with the code connected to the incident.

Behaviours for red and yellow cards have been agreed with the whole staff. They are displayed by the GTBG cards and shared regularly with the children.

In EYFS, they use a visual chart for the children showing a raincloud and sunshine.

If a child receives 3 red cards, class teachers meet with parents and they are put on report. Parents are informed when any coloured card is given to a child.

See Graduated Response document

Lunchtime procedures

Lunchtime supervisors give 'Golden Tickets' to those children who eat all their dinners, show good table manners and are generally well behaved. Friday's celebration assembly 8 'Golden Tickets' are pulled out and the children go to dinners first and sit on the 'Golden Table'.

If any children misbehave during lunchtime, dinner supervisors send them to the 'silent room' for reflection with a member of staff.

Rewarding Good Behaviour

We want to recognise the majority of the children who are consistently following the Good to Be Green Code.

Children who are green for a whole term will receive a certificate in assembly.

Any class that is green all week will receive a class certificate and rewards in assembly

Children that have remained green all week will receive an extra 10 minute playtime on Friday afternoon as a reward for their good behaviour.

We may use put the child in isolation in response to serious or persistent breaches of this policy. Pupils may be sent to the headteacher or phase leaders during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Good to be Green code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Physical restraint

In some circumstances, only Team Teach trained staff (Nicola Mumford and Simon Johnson) may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents. Physical restraint forms are stored in the headteacher's office.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body every year.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body every year.

Moat Hall Primary School Graduated Response SEND and Attendance 2019 - 2020

UNIVERSAL ENTITLEMENT

- Planning including differentiation.
- Learning environment.
- Reasonable adjustments.
- Targeted support in lessons/fix-it time.
- **Class teacher to record absences with reasons (if known) on SIMs.**
- **Office staff to call home if absence not reported (First Day Calling).**
- **If no-one can be contacted, slip sent home asking for reason on pupils return.**
- **Reason must be sought for vulnerable pupils (as identified by the DSL).**

INTERVENTION

If additional input and support are needed after a half a term pupils need:

- Longer term intervention, additional to the main lesson.
- Contact parents to inform them of the additional interventions and where they can support (including hearing and sight tests).
- **If attendance drops below 95% class teacher to speak with parents and log outcome on SIMs.**

INITIAL MONITORING

If pupils require additional interventions (after a second half term):

- Decide whether the pupil demonstrates a developmental gap or lack of progress in one or more areas for: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health or Sensory and/or Physical.
- If no – continue with interventions in class.
- If yes – inform SENCo and complete Initial Monitoring form with parents: setting targets and detailing the support to be put in place. **This can be for 3 cycles.**
- SENCo may request support from the Early Help Service (EHS).
- **If attendance continues to fall the office staff will send a letter home.**

SEN SUPPORT

If pupils make less than expected progress, despite intensive support:

- Class teacher makes referral to SENCo
- SENCo will review evidence and decide whether to place pupil on SEN register.
- Class teacher to write ILP and share with parents.
- Class teacher to review targets regularly and meet with parents at least 3 times a year (SENCo to attend two of these reviews).
- SENCo may request Additional Educational Needs (AEN) funding.
- SENCo may request support from Local Support Team (LST) by completing an Early Help Assessment (EHA).
- **If attendance falls below 90% the office will request medical evidence and/or refer family to attendance clinic.**
- SENCo may request support from LST by completing an EHA.

EHCP

If a child is not progressing at SEN Support, despite interventions as recommended by specialists:

- Class teachers in consultation with the SENCo will decide if a request for an Educational, Health and Care Plan (EHCP) needs to be made.
- SENCo to complete request for an EHCP.
- If assessment is agreed, SENCo to liaise with SEND team to finalise EHC Plan.
- SENCo to review an agreed plan annually with class teacher.
- **If attendance does not improve, the office with contact the Educational Welfare Officer (EWO)*.**

*Please note that the EWO will only get involved if the absences are unauthorised.

Blue – SEN

Orange – Attendance

Moat Hall Primary School Graduated Response Behaviour and Parental Engagement 2019 - 20

UNIVERSAL ENTITLEMENT

All school staff must consistently follow the use of:

- Good To Be Green
- Command, Decision and Instruction (CDI)
- Behaviour Policy
- House points

STEP 1

Parent/teacher dialogue

When pupils receive a red card/persistent yellow cards:

- Class teacher logs on GTBG spreadsheet.
- Class teacher informs parent/carer at the end of the school day or by telephone.

STEP 2

Report Cards

When a pupil has received 3 red cards/10 yellow cards:

- Class teacher puts pupil on report card.
- Class teacher meets with parent/carer to discuss pupil being put on report card.
- Class teacher to inform dinner supervisors if the report card is for play/lunchtime behaviour.

STEP 3

SLT involvement

If there is no improvement in behaviour after two report cards:

- Class teacher reports the behaviour to the Head teacher (JK).
- Head teacher will meet with parent/carer to discuss next steps.
- Assistant Head/SENCo (SDM) to complete Pastoral Support Programme if necessary.
- SENCo may request support from Local Support Team (LST) by completing an Early Help Assessment (EHA).

Step 4

External support

If there is no improvement in behaviour following involvement from the Head teacher:

- SENCo may request support from SENSS Behaviour Support (BS).
- SENCo may request support from SENSS Behaviour Support (BS).
- Assistant Head/SENCo may request Additional Educational Needs (AEN) funding.
- Head teacher may request support from the Inclusion team if the pupil is at risk of permanent exclusion.