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Behaviour – Statement of Procedures

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Moredon Primary and Nursery School

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**Introduction**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

It is essential that in all cases of negative or challenging behaviour we ask the question ‘why is this happening?’ Many children in our care will have experienced Adverse Childhood Experiences (ACEs) or other forms of trauma in their lives. Adverse childhood experiences (ACEs) are traumatic events that occur during childhood. ACEs can have a significant impact on a person's physical, emotional, and mental health throughout their life. All children must be treated and valued as individuals when dealing with negative and challenging behaviours and appropriate support given to support them with any challenges they themselves may be facing.

**Aims**

* To develop a whole school behaviour policy supported and followed by the whole school community, based on shared values
* To promote responsible behaviour, encourage self-discipline in students and a respect for themselves, for other people and belongings.
* To ensure all students and staff are treated fairly and in appropriate manner
* To ensure that staff are open minded and investigate incidents of negative behaviour to ascertain whether additional support is needed due to potential trauma/ACEs which they may be living with.
* To ensure all staff value and respect all students and demonstrate this in their behaviour and attitudes
* To ensure everyone in school feels safe and secure
* To ensure that throughout school behaviour is managed calmly and consistently

At Moredon Primary and Nursery School we:

* Consistently display a thirst for knowledge and a love of learning, including independent and collaborative work, which have a strong impact on progress in lessons.
* Have attitudes to learning that are of an equally high standard across subjects, years, classes and with different members of staff.
* Parents, staff and students are unreservedly positive about both behaviour and safety. Students are keenly aware of how good attitudes and behaviour contribute to school life, adult life and work.
* Ensure behaviour is impeccable outside the lessons and students have pride in their own conduct, manners and punctuality.

**School Rules**

Our school rules are:

* Always work hard and try your best
* Be Kind
* Be Fair
* Make Wise Choices

Our school values are:

* Kindness
* Generosity
* Gratitude
* Tolerance
* Courage
* Leadership
* Resilience

Moredon Primary and Nursery School recognises that effective learning and teaching will only take place in an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour.

We also recognise that good teaching and an appropriate curriculum encourages students to want to learn and promotes good behaviour for learning.

We acknowledge that the maintaining and promoting of good behaviour in our School is a shared responsibility for all within the School and empower staff to determine and request appropriate behaviour from everyone.

We lead by example and in all aspects of School life. We promote high standards of behaviour, across all areas of School and in dealing with all stakeholders.

Wherever possible we reward and encourage good behaviour through our rewards system in order to promote a positive ethos around School.

We have a zero-tolerance approach to bullying of any kind, including online/cyber bullying. Any incidents of bullying will be dealt with in a timely manner, in liaison with parents of both victim and perpetrator, and will be taken seriously.

**Approaches**

At Moredon Primary and Nursery School we aim to be proactive rather than reactive. Approaches that are purely based upon a mechanical system of rules, rewards and sanctions and do not encourage students to learn social and emotional skills or take responsibility for their own behaviour are not consistent with PSHE.

When dealing with behaviour we ask that:

* Problems are minimised or, better still, prevented
* Where problems do occur, interventions are calm and controlled
* All staff use the ‘Traffic Light’ system
* Interventions aim to reduce their impact upon students’ learning and the smooth running of the School
* Parents / carers play a crucial part in supporting good behaviour in School
* Fairness and appropriateness are crucial in the implementation of this policy and measures are regarded as proportionate by the whole learning community
* Students are encouraged and enabled to take responsibility for their own conduct and to develop self-discipline
* Teachers are supported and enabled to teach effectively and securely
* All staff understand that children can communicate an unmet need through their behaviour, whether this is challenging and disruptive or quiet and withdrawn. Each child is treated as an individual and will be provided with bespoke support to help with their specific needs.
* Pastoral care and support will be provided for children who have experienced ACEs or are experiencing trauma in their lives which may impact on their behaviour.

**Traffic Light System**

We use the ‘traffic light’ behaviour system in school as it is consistent and fair. All staff follow this system.

It praises those who always get it right whilst supporting children who are struggling, through nurture.

It provides opportunity for children to make choices and alter their behaviour.

It is easy to use (quick for supply teachers or PPA teachers to take on board) and easy for children to understand.

Each class has their own chart with the children’s names displayed. Each day is a fresh start, all children start every day on green. Exceptional behaviour that reflects superb attitudes is rewarded with movement to the Star at the top.

The class will agree their own non- negotiables during the first day of the school year.

If a child breaks a class/school rule or shows inappropriate behaviour a verbal or visual warning is given e.g. if you carry on you will move onto amber.

If the behaviour continues after the warning, the child is moved onto amber. At this point the child has another chance to turn the behaviour round and go back to green. An explanation of how the child can do this is given.

If the behaviour continues, then the child moves onto red. When a child moves to red, this is a last resort. This should be done discretely so as not to humiliate a child. The Principal will be called (an AP in her absence) and she will come and speak to the child concerned about values, choices and why they are on red. They will also write a note to send home to parents to inform them of this.

This will be recorded on CPOMS.

If a child repeatedly moves to red, the class teacher, sometimes with the principal, will arrange to meet with the child’s parents to discuss how to move forwards positively.

**Support for Good Behaviour**

At Moredon Primary and Nursery School we will promote and reward good behaviour at every opportunity possible, both formally and informally.

We will take time to discuss behaviour and expectations so that all students are aware of what is expected of them. During both lessons and assemblies positive behaviour and achievement will be rewarded and celebrated.

Class teachers will identify and support students with behavioural needs and discuss these with the SENCo; appropriate interventions will be designed to support these children and their effectiveness monitored.

Every classroom / learning environment will promote good behaviour by displaying our values and expectations, all staff will model our values in all aspects of School life.

The School will promote positive links with parents / carers and encourage them to be involved in all aspects of behaviour planning for their children. When a child enters Moredon Primary and Nursery School, parents / carers will sign our ‘Home School Agreement’ and become a partner in the success of their child in our School.

We will encourage ‘Pupil Voice’ around the issues of behaviour through the School Council. The Council will have the opportunity to influence the structure and appropriateness of rewards.

At appropriate stages students will be rewarded for their positive contributions by being actively involved in School life.

**Rewards**

Moredon Primary and Nursery School rewards good behaviour as we believe that this will develop an ethos of kindness and cooperation. The rewards are designed to promote and encourage good behaviour rather than merely to deter poor behaviour. Rewards should cover the broadest range of academic and non-academic achievements. Praise is the most common form of reward and should always outnumber any consequences.

At Moredon Primary and Nursery School we believe that for a rewards system to be effective it should be;

* consistent
* immediate
* appropriate

Informal rewards may be in the form of praise by simple; acknowledgement of a task completed, verbal praise, smile or non-verbal gestures such as ‘thumbs up’.

Formal rewards involve:

Stickers

Merits

Post card home

Weekly certificates of achievement awarded in assembly

Privilege/ Golden Time (explanation below)

**Consequences**

Although praise and rewards are central to the promotion and encouragement of good behaviour, there will be incidents that necessitate consequence.

At all times staff must aim to de-escalate any situation and not escalate it.

Within the Traffic Light System the following procedures are followed:

|  |  |  |
| --- | --- | --- |
| Step | Typical behaviours | Procedure |
| Step 1 | Not listening  Interfering with other’s learning  Calling out when inappropriate  Inappropriate verbal and physical contact in class e.g. poking  Not staying on task  Answering back  Noisy or inappropriate classroom behaviour  Noisy or inappropriate behaviour around school  Poor work rate/ work expectations e.g. not enough work completed. | Gesture or a look, an acknowledgement of inappropriate behaviour  Private reprimand (not drawing the class’s attention to the behaviour)  Completion of work during playtime or lunchtime |
| Step 2 | Repetition of examples from above  Minor challenges to authority  Name calling | Moved to **amber** on chart – Choice given to the student to modify behaviour and return to ‘green’ or move to ‘red’ |
| Step 3 | Sustained repetition of examples  from above  Leaving the classroom without permission.  Inappropriate language | Moved onto **red**  Principal involved and speaks to child.  Parents informed.  Children may lose privileges. Teachers may withdraw playtimes. If this happens, the teacher must arrange for the child to be fully supervised at all times. |
| Step 4 | Fighting  Serious challenge to authority  Violence towards others  Vandalism/Damage to property  Taking things without permission  Targeted, persistent bullying  Racist comments | Cases dealt with individually. Cases may result in internal or fixed-term exclusion |

Following any consequence, staff must attempt to discuss the underlying cause of the

behaviour and through the restorative approaches attempt to resolve the issue before the next lesson.

**Recording and Reporting**

When a child is placed on red this must be recorded by the member of staff on CPOMs under negative behaviour. If a child is persistently being placed on amber this may warrant a log on CPOMs.

At the end of each half term the CPOMs records are monitored by SLT and patterns of behaviour are discussed and analysed.

All serious incidents must be reported immediately to Claire Leach, Principal or in her absence Emma Preen or Fiona Prendergast, Assistant Principals.

**Interventions/behaviour plans**

If a child’s behaviour is causing concern then the support of the school’s learning mentor will first be provided. This could take the form of a providing an individual reward system for the child or specific intervention program linked to PSHE and behaviours for learning.

**Lunchtime Behaviour**

At Moredon Primary and Nursery School we expect children to be well behaved at all times. School rules apply throughout the day at all times.

**Lunch-time Behaviour Rewards**

The MDSAs will use the traffic light system like in class. They will also use the other reward strategies used in class including praise, thumbs up, positive reinforcement and so on.

**Lunchtime Sanctions**

If a child misbehaves during the lunch break the MDSAs are to apply the following sanctions.

At all times staff must aim to de-escalate any situation and not escalate it.

|  |  |  |
| --- | --- | --- |
| Step | Typical behaviours | Procedure |
| Step 1 | Spoiling others games  Disrespect adults  Inappropriate behaviour  Answering back | Time out- age appropriate |
| Step 2 | Name calling  Repetition of step 1 after being spoken to  Minor challenges to authority (e.g. huffing) | Time out- age appropriate  Inform class teacher at end of play to move onto amber. |
| Step 3 | Inappropriate language  Repetition of step 2 after being spoken to. | Time out- age appropriate  Inform class teacher at end of play to move onto red. |
| Step 4 | Fighting  Serious challenge to authority  Violence towards others  Vandalism/Damage to property  Taking things without permission  Targeted, persistent bullying  Racist comments | Principal to be notified immediately  Cases dealt with individually. Cases may result in internal or fixed-term exclusion |

Stickers should also be used to praise the children for eating their lunch or for trying new foods.

Staff must be consistent and fair in your treatment of the children. Staff must take great care never to scapegoat children.

Children should be praised as often as possible. A little praise can go a long way!

**The behaviour which we as a school find unacceptable includes: -**

Any behaviour which is contrary to the School Rules such as: - bullying of any kind (including online/cyber bullying), fighting, answering back, swearing, being impolite, deliberate pushing, disobeying instructions, showing unnecessary aggression; showing disrespect for property or for an area, being in the wrong place at the wrong time e.g. in the toilets without permission, etc.

MDSAs should ensure that they move around the playground and interact with children during the lunch time period to ensure a good level of supervision.

**Bullying, including Online Bullying/ Child on Child Abuse (including sexual abuse)**

All schools within the White Horse Federation share the commitment to act on any incident of peer on peer abuse, including online bullying and peer on peer sexual abuse, and reserve the right to act upon these as per section 89 clause 5 of the Education and Inspections Act 2006. This means that the school reserves the right to deal with any bullying incident that pertains to the school “to such extent as is reasonable”, whether it is on or off the school premises or in the online world.

As there is no legal definition of online bullying, for the purposes of this policy the school will use the following summary “the repeated use of electronic communication in any form, on any platform, which would cause harm or distress to another person.”

The school will deal with any incidents on an individual case by case basis, using a set of sanctions that are proportionate to any behaviours demonstrated.

The school will take into account the context, the intention and the impact of any incident before determining the response and actions to be taken. The school will allow a degree of flexibility in the application of actions e.g a series of low level incidents would likely to be treated differentially from persistent and more serious incidents.

Any incidents of bullying should be reported to the Principal. A written record of the incident should be made. These will be recorded on CPOMS and monitored by the school leadership team and Online Safety co-ordinator to identify any possible trends or patterns.

The Principal will consider the context, intention and impact of the incident, in order to determine the level of sanction put in place. Parents and carers from both parties must be informed and advised of any action that takes place. The Principal with decide on a sanction which is proportionate to the incident.

Relevant agencies, including social care and the police, will be contacted if this is deemed necessary.

The role of the Principal

It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school.

The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Principal keeps records of all reported serious incidents of misbehaviour and class teachers keep records of incidents from playtime, dinnertime and during lessons.

The Principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child.

The role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child’s learning, and to co-operate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child’s welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Principal in carrying out these guidelines. The principal has the responsibility of sharing relevant information regularly with governors.

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

**Fixed-term and Permanent exclusions**

Only the Principal (or the acting Principal) has the power to exclude a pupil from school. The Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

If the Principal excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Principal informs the Primary Director, the LA and the governing body about any exclusion.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Principal.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. Their decision is final. Parents have a right of further appeal to an independent panel.

**Monitoring, Evaluating and Reviewing the Policy**

The effectiveness of the behaviour policy will be reviewed in a number of ways:

* Through staff meetings / discussions
* Classroom observations
* Monitoring of the rewards and behaviour
* Through liaison with the SLT

This policy will be reviewed annually.