



Discovery Schools
Academy Trust



Mowmacre Hill
Primary School

Striving for Excellence, United in life-long learning for a better tomorrow

Behaviour Policy

For effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This policy supports the school community to work together in an effective and considerate way and in encouraging positive behaviour in and around schools.

This policy was approved as follows:

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Adopted:	Advisory Board	Date:	11th October 2019
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Document History

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V0.1	8.1.19	Megan Williams	Policy draft created
V0.2	12.3.19	Helen Stockill	Policy formatted for Education Standards Committee approval
V1.0	27.3.19	Helen Stockill	Policy approved by Trustees

Contents

1. Introduction	1
2. Linked policies	1
3. Aims.....	1
4. Legislation and statutory requirements	2
5. Purpose	2
6. School rules	2
7. Roles and responsibilities.....	3
8. Rewards.....	4
9. Consequences	6
10. Behaviour system.....	6
11. Lunchtime behaviours.....	7
12. Personalised approach.....	8
13. Pupil support.....	8
14. Exclusions	9
15. Off-site behaviour	9
16. Malicious allegations against staff.....	9
17. Physical restraint.....	10
18. Confiscation.....	10
19. Pupil transition	11
20. Staff development and support	11
21. Review	11
Appendix 1: Classroom rules.....	1

1. Introduction

At Mowmacre we want every pupil to reach their full potential. We want them to grow socially, personally and academically and we want them to become responsible, caring and successful members of society. This behaviour policy enables children to do that as well as enabling teachers to teach in an orderly and disruptive free environment.

To achieve a purposeful, happy and safe environment, we set high standards, clear guidelines, have an ethos of respect and responsibilities. This policy supports Mowmacre and the wider community in aiming to allow everyone to work together in an effective and considerate way and in encouraging positive behaviour in and around school.

2. Linked policies

This policy should be read in conjunction with the following policies:

- Anti-bullying policy
- E-safety policy
- Physical Intervention policy
- Exclusions policy
- Safeguarding policy
- Mental Health policy

3. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Promote** and **Maintain** clear expectations of behaviour
- **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
- Pupil Voice to enable our pupils to deal with their emotions in a positive way
- Calm Rooms to enable pupils to take time to regain control of their emotions before holding a restorative conversation
- Outline our system of **rewards and sanctions**

Through the successful and consistent implementation of this policy all stake holders will:

- Be able to teach and learn without any unnecessary interruption
- Be safe
- Be treated with respect
- Be heard
- Be treated fairly

4. 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](#).

5. Purpose

Our Behaviour Policy supports the promotion of securing a positive learning environment through:

- **Setting high expectations:** Children need to know what is expected of them, where, when and why.
- **Adopting a calm and caring ethos:** To support children effectively we consider each individual's needs, showing that we care enough to be firm and/or compassionate and remain calm and focussed when supporting positive behaviour changes.
- **Being consistent with our approaches:** All staff receive regular training and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours so that these can be shared and adopted by all.
- **Implementing a positive approach:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour we will endeavour to use positive approaches that take account of individual's needs.
- **Adopting de-escalation strategies:** Through in school recording systems and robust home/school communication inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention.

6. School rules

At Mowmacre Hill our school rules have been developed in conjunction with staff and pupils and are the foundation of a positive and consistent approach to behaviour management.

Our Whole School Rules are:

- **Innovation**– Challenge yourself and try something new
- **Fortitude** –Be brave and make the right choices
- **Aspiration** -Always aim high to achieve your goals
- **Unity** –Work together and respect everyone around you

Our Route to Resilience:

- **Innovation: Curiosity and Zest:** To find out new things and work with enthusiasm.
- **Fortitude:** Perseverance and self-control, to keep trying and control your emotions in difficult situations.
- **Unity:** Team work and Gratitude, to appreciate things and work together to build strong relationships.
- **Aspiration:** Enjoyment of learning and hope, to have a positive attitude in learning and expect great things.

Additionally, each class creates their own class charter based upon the school rules. Example can be seen in the appendices.

The above rules may be adapted due to individual needs and will be displayed both within the classroom and around the school.

Additional short term individual rules may also be used at the discretion of teachers when trying to modify individual inappropriate behaviours. These children will be identified through robust monitoring systems.

Bullying is taken seriously at Mowmacre please read in Mowmacre's anti Bullying Policy.

7. Roles and responsibilities

The Advisory Board

The Advisory Board is responsible for approving the behaviour policy and monitoring its effectiveness. The Advisory board monitor the behaviour policy's effectiveness and hold the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for developing and implementing the behaviour policy. Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Headteacher 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
- Treating all pupils fairly and with respect
- Creating a safe and pleasant environment, physically and emotionally
- Develop a positive relationship with all pupils
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on internal systems

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

All staff have a responsibility to record inappropriate behaviour or incidents on CPOMs within 24 hours which will allow for appropriate staff to monitor and analyze:

The following information should be recorded:

- Contextual information leading up to the incident
- Behaviour displayed during the incident
- Sanctions used-including Behaviour plan strategies if appropriate
- Signed HTC form (if relevant)
- Outcome

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school in the implementation of this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Regular communication between parents/carers and school is a vital part of all our children's development.

We aim to share good news and achievements as well as any concerns we may have regarding behaviour. Parents are informed of pupil's good behaviour through invitation to join their child receiving a certificate or informal discussion with the class teacher before or after school.

Positive Handling: Occasionally some children need physical support to access the calm area by MAPA trained staff. In this instance a phone call will be made home or after agreement with parents an alternative form of communication and a HTC form completed (see Physical Handling Policy).

Pupils

Pupils are expected to:

- To work to the best of their abilities
- To treat other pupils and staff members with respect
- In class, make it possible for all pupils to learn
- Treat the school building and school property with respect
- Accept sanctions when given

8. Rewards

Positive behaviour will be rewarded with:

- ✓ Praise
- ✓ Smiles and visual encouragement
- ✓ Stickers
- ✓ Whole class rewards
- ✓ Visit to other members of staff for recognition and praise
- ✓ Certificates
- ✓ Monster points (see below)
- ✓ Special responsibilities given

Whole School:

- ✓ Weekly celebration of achievements assembly
- ✓ Visiting SLT for special stickers

At Mowmacre Hill recognising, reinforcing, and rewarding good behaviour and learning is pivotal to successful achievement.

Throughout the whole school children are awarded monster points for a variety of learning and behaviour achievements. Children continuously collect monster points throughout the school year for the following:

- Working hard in their lessons
- Good behaviour

EYFS children: children will be awarded certificates when they reach the following milestones:

- 75 points= Bronze Award
- 150 points = Silver Award
- 225 points = Gold Award
- 300 points = Platinum Award
- 375 points = Diamond Award

Children will be awarded certificates when they reach the following milestones, after achieving Diamond award, they will be able to convert this into a prize.

Key-stage 1 & 2 children will be awarded certificates when they reach the following milestones:

- 100 points= Bronze Award
- 200 points = Silver Award
- 300 points = Gold Award
- 400 points = Platinum Award
- 500 points = Diamond Award

After achieving Diamond award children will begin the cycle again, after reaching Diamond award for the second time they will be able to convert this into a prize.



9. Consequences

Children must be made aware that their behaviour choices may have consequences. The school may use one or more of the following sanctions in response to unacceptable behaviour:

- ✗ A verbal reprimand
- ✗ Warning's going through the class behaviour system
- ✗ Expecting work to be completed at home, or at break or lunchtime
- ✗ Missing some of their social time to reflect
- ✗ Referring the pupil to the pastoral team or a senior member of staff
- ✗ Letters or phone calls home to parents
- ✗ Agreeing a behaviour plan or positive handling plan
- ✗ Putting a pupil 'on report'

We may use an internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to the pastoral office or SLT during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Removal from planned curricular activities and trips, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity. Pupils may be excluded from off site visits on health and safety grounds which must be discussed with the head teacher so that all other possible avenues are explored first, and exclusion from the trip is the last resort.

10. Behaviour system

This system is visually displayed in each class room and will range from a simple version, a smiley face and a sad face, to a more complex version consisting of an agreed number of warnings.

- All children start on the "smiley face" at the beginning of each new session.
- If appropriate they are then given warnings linked to school and classroom rules and move onto the appropriate stage.
- Once they have reached their 2nd warning they will either have time out in a given place in the classroom or outside the classroom or in the calm room.
- If this is successful, the child is taken back to the 1,2 display and moved back onto the smiley face and it is clearly stated that this incident is now finished
- If this is not successful, then support from the behaviour team is called for.

Classroom Rules:

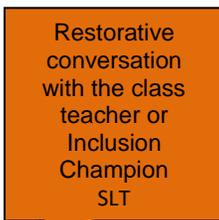
- Be polite to classroom staff at all times (No swearing as this offends)
- Always follow adult's instructions
- Do not disrupt the learning of others
- Use quiet voices
- Kind hands and feet at all times

All sanctions related to aggressive behaviour and inappropriate language apply to the classroom time and will lead to loss of a full lunchtime.

EYFS & Key-Stage 1

	1 First Warning	2 Second warning	 Timeout
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Key-Stage 2

	1st Warning	2nd Warning	
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All Time Out and restorative conversations will be away from the class group, this may be in a separate area outside of the classroom or in designated calm rooms, these rooms are low sensory where a pupil may sit and reflect with or without a member of staff to talk through the issue. All calm rooms are closely monitored by behaviour support team when in use.

11. Lunchtime behaviours

To support staff on lunch duty the following behaviour management strategies have been employed and will be used.

Lunchtime Rules: Playground.

- No hurting or rough play
- We use kind words and are kind to each other at all times.
- We listen to adults at ALL times

Lunchtime Rules: Food Hall

- We do not throw food on the floor
- We use quiet voices
- We listen to adults

Sanctions: If any member of staff on duty witness inappropriate behaviour then it is Time Out for those children involved, after which time they are allowed to play again.

Low Level behaviour: White slip

- Verbal disagreements/arguing between children
- Not following instructions
- Silly or unwanted behaviour
- Refusal to follow classroom rules above

Pupils will lose 15 minutes at break or lunchtime

Medium Level Behaviour: (Pink slips)

- Purposely throwing food around
- Continually ignoring instructions
- Refusing to follow instructions after an incident

Pupils will lose 30 minutes of their lunchtime.

High Level Behaviour: (Red slips)

- Swearing at other pupils or staff
- Fighting
- Physically and verbally aggressive to adults or other pupils
- Bullying
- Using racist language

Pupils will lose all of their lunchtime

At the discretion of the SLT, lunchtime exclusions can be issued, (SLT to contact home).

12. Personalised approach

Some pupils who have difficulties in managing their behaviours, may need a more personalised approach (such as an agreed Behaviour Plan- see Appendix 1) to help understand their behaviour and to help them to make the right choices; this will be agreed between the pupil, class teacher, parents and relevant members of the school staff which could include the Special Education Needs Co-ordinator.

13. 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.

Our Behaviour system gives a clear consistent approach to the behaviour of our pupils both positive and negative. All incidents of unacceptable behaviour are recorded and followed up including racial, gender and disability discriminations. Our behaviour policy pays due regard to the General Duty detailed in section 71 (1) of Race Relations Act.

The school's special educational needs coordinator 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.

14. Exclusions

On rare occasions there may be a need to directly exclude a pupil. This may mean that the staged behaviour systems would have been bypassed. Violent or extremely abusive behaviour towards peers, an adult or school property could result in an exclusion.

There are three types of exclusions used:

1. **Lunchtime exclusion** – If a child is persistently disruptive, unsafe or jeopardising the safety of others at lunchtime a lunchtime exclusion will be considered. The pupil is excluded from the school premises for one or more lunchtimes. Parents/careers are required to pick up by their child and return them to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
2. **Fixed term exclusion** – This is a temporary exclusion which can be between 0.5 and 5 school days. This is to give the child a period to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.
3. **Permanent exclusion**—This would only occur when all interventions for support have been exhausted and staff believe that the school is unable to further meet the pupils needs.

A build up in exclusions over time could result in a permanent exclusion. This decision would not be taken lightly and would ultimately be sanctioned by the headteacher. Further information regarding exclusions is stated in the school's exclusion policy.

15. Off-site behaviour

Pupils need to understand that the school expects the same standards of behaviour from them in all the following situations:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Or, misbehaviour at any time, whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In any of the above circumstances the Headteacher will consider if the behaviour is criminal or poses a threat a member of the public, in which case the police will be informed. The behaviour of pupils outside of school can be considered as grounds for exclusion.

16. Malicious allegations

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Malicious allegations will not be tolerated, and sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegation they have made.

In such cases parents will always be informed of their child's behaviour and sanctions applied.

The headteacher will consider whether any disciplinary action is appropriate against the pupil who made the allegation, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil.

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.

If a malicious accusation has been made against a member of staff, the headteacher and the advisory board will ensure suitable pastoral care is provided.

17. Physical restraint

School staff can use reasonable force to either control or restrain pupils (Use of Reasonable Force D.O.E 2013). A number of staff members have Pivotal MAPA training (Management of Actual or Potential aggression). This programme is designed to consider the care, welfare, safety and security of pupils as well as defuse challenging situations. Pivotal MAPA also trains staff to use reasonable force, if necessary, to prevent pupils from harming themselves or others.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis, depending on the circumstances. 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

Our Physical Intervention Policy contains further details.

18. Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Possession of any prohibited items include: Knives or weapons, stolen items, alcohol, illegal drugs, tobacco and cigarette papers, fireworks or 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).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the [DfE's latest guidance on searching, screening and confiscation](#).

19. Pupil transition

To ensure a smooth transition to the next year and/or school settings, 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.

20. Staff development and support

Our staff are provided with training on managing behaviour and positive behaviour management strategies. Some members of staff are MAPA trained. However, behaviour management forms part of whole staff continuing professional development.

21. Review

This Behaviour Policy will be reviewed by the headteacher and the advisory board annually to ensure it is meeting the needs of the school. At each review, the policy will be adopted by the Advisory Board.

The Education Standards Committee will review the exemplar policy template every three years.

Classroom Rules

- **Be polite to classroom staff at all times**

- **Do not disrupt the learning of others**

- **Use quiet voices**

- **Always follow the adult's instructions**

- **Please do not use swear words, as this offends**

- **Kind hands and feet at all times**

- **Put your hand up if you need help or want to ask a question**

Physical aggression and inappropriate language will result in loss of lunchtime.