



Date:

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Consultation:

Head Teacher, Governing Body,
Senior Management Team, Teaching Staff

Endorsement:

Governing Body

Dissemination:

All Staff

Rationale:

Mowmacre Hill school has a strong ethos of respect for all stakeholders, and through high expectations of behaviour we strive to ensure that all children are given every opportunity to reach their potential.

Our Behaviour Policy aims to:

- Create a secure, stable, caring environment in which effective learning can take place.
- Have mutual respect for all.
- Set acceptable standards of behaviour, using knowledge of individual's needs and positive strategies to maintain high levels of appropriate behaviour.
- Ensure that all standards are meaningful, attainable, discussed and adhered to by all.
- Encourage independence and self-control so that each child learns to understand the principles behind appropriate behaviours.

Through the successful and consistent implementation of policy all stakeholders will:

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

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.

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:

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

Additionally each class creates their own class charter based upon the school rules. Examples for each year group 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.

School Staged behaviour system

In each classroom there is a visual staged behaviour system displayed, it includes the following stages:

<p><u>Referee Card</u> Time out of class Inclusion Champion / SLT to debrief child regarding their behaviour choices. Parents/Carers informed at the end of the day by staff team.</p>	<p><u>Restorative Conversation</u> Pupil is given Thinking Time away from the class and an adult carries out a Restorative Conversation</p>	<p><u>Red Card</u> Second warning, child's name/photo to be moved on display.</p>	<p><u>Yellow Card</u> First warning, child's name/photo to be moved on display.</p>
<p><u>Football Pitch</u> ALL CHILDREN start the session on the pitch.</p>			
<p><u>Goal</u> Child receives 2 monster points for special recommendation during session.</p>			

There are three sessions identified during the school day, they are session 1 - before play, session 2 - after play until lunch and session 3 - after lunch. F1 only will split their morning and afternoon sessions into two. All children will start each new session on the football pitch and be moved accordingly during the session. Monitors will be used to reset the board at the end of each session. Monster points can

still be earned regardless of where children are on the behaviour system.

In Foundation Stage and Key Stage 1 the Restorative Conversation stage will be included as a visual of an orange cushion and a timer on behaviour boards. Pupils will then move to referee card if their behaviour continues to be inappropriate.

In key Stage 2 the Restorative Conversation will be included as a visual of two orange speech bubbles. All children will be asked to take an agreed amount of time out (no more than 2 minutes in FS, no more than 4 minutes in KS1, and no more than 5 minutes in KS2) before an adult carries out a brief restorative conversation with them.

All Time Out will be away from the class group, this may be in a separate area of the classroom, outside the classroom, in another classroom or in a Safe Space. Restorative Conversations can take place where ever is most convenient for staff, but it should not happen directly in front of other pupils.

When a referee card has been issued staff are responsible for alerting the inclusion champion. If the Inclusion Champion is not available immediately staff should ensure that the pupil requiring support is supported appropriately until calm enough to re engage with learning or the Inclusion Champion arrives. All referee cards will be recorded on CPOMs under the category of behaviour and may be followed up with targeted intervention with the inclusion champion. Teachers should also use CPOMs to record those children who repeatedly receive yellow, red, or orange cards, so that SLT and the inclusion champion are aware and targeted interventions can be put into place.

Rewards:

At Mowmacre Hill recognising, reinforcing and rewarding good/appropriate 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. Each day all children can earn monster points for the following:

- Wearing correct uniform = 1 monster point
- Arriving on time before close of register at 9.00am = 1 monster point
- Bringing in homework/reading book = 1 monster point
- Bringing in PE Kit = 1 monster point

In addition to this children will be able to earn monster points when displaying appropriate learning behaviours. They can also earn 2 monster points when reaching the goal on the school behaviour system. Children continuously collect their monster points throughout the school year, and they may not be removed as a sanction. 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 the diamond award children will begin at the start of the cycle again and will again be able to collect the certificates. When they achieve the second diamond award (1000 points in total) they will be able to convert this into a prize. Staff may use other rewards as appropriate.

These rewards may include:

In Class:

- Immediate verbal praise and/or at the conclusion of a learning session.
- Smiles or some personal visual encouragement i.e. gestures and/or signs
- Contingent touch
- Stickers
- A limited time with an identified motivator.

- Visual reward charts i.e. I am working for, star charts etc....
- Whole class rewards earned by everyone
- Special responsibilities
- Inform parents/carers of successes through home/school communication.

Whole School:

- Weekly celebration of achievements in assembly.
- Visiting SLT for special stickers
- Having work displayed on HT good work board.
- All members of staff can award monster points to children for good behaviours around school.
- Celebrations of achievement are also shared on Twitter and the School Website.

Sanctions:

At Mowmacre Hill when sanctions are used, they must be immediate and carried through. They must also be reasonable, proportionate and appropriate to the individual's needs and level of understanding. To support each individual in developing positive self-control Mowmacre Hill has adopted, where appropriate, a staged warning system that encourages individuals to regulate their own behaviours. All staff are empowered to use this system to ensure a consistent message is being delivered to children. This system is visually displayed in each class room and will be consistently used throughout the whole school.

When using the staged behaviour system teachers should explain why the sanction is being given and what the appropriate acceptable behaviour should be, with a success reminder. Sanctions will be given by staff when children are not following the school rules and their agreed class charters.

Additional appropriate sanctions could include:

In Class:

- A verbal reminder
- Look of disapproval
- Deferred take up time
- Payback of time or work owed - teacher led
- Withdrawal of privileges or responsibilities
- Parents/carers may be contacted to discuss the behaviours causing concern.

Whole School:

- Time out with Inclusion Champion - internal exclusion
- Working away from their class for a limited time with 1:1 support.
- Meeting with Parents/Carers, class teacher and member of SLT

The following sanctions **will not be used by any staff member:**

- Denying lunch or drinks.
- Derogatory or blaming language.
- Fear induced by humiliating or degrading language or sanctions.
- Where it is clear the pupil will not understand that the applied consequence is related to their behaviour.
- Restricting freedom unless the pupil is at risk of hurting themselves or others, absconding putting themselves and others at risk, damaging school property or causing serious disruption to the learning of others or the day to day management of the school.

Immediate Referee Cards

Immediate Referee cards can be used when:

- Intentional and malicious physical and or verbal violence is used towards staff or children
- Racist/Sexual or derogatory language is used

Normal school procedures will be followed in these instances.

Exclusions:

The Head Teacher/SLT and Advisory Board are, in appropriate circumstances, also able to consider the following:

- A Lunchtime Exclusion - recorded as a half day exclusion.
- A Fixed Term Exclusion - No longer than 5 days in given fixed term exclusion period. Suitable work must be sent home for the child to complete.
- A Permanent Exclusion

**Behaviour
at
lunchtimes:**

To support staff on lunch duty all staff have been given a lunchtime hand book, which clearly outline expectations, strategies and consequences.

Lunchtime Rules Playground:

1. No hurting
2. No intentional unkind words
3. No rough playing
4. Listen to adults at all times
5. No one inside main buildings without permission

Lunchtime Rules Food Halls:

1. I do not throw food on the floor
2. I use a quiet voice
3. I listen to adults at all times

Rewards:

- Each lunch time supervisor will be issued daily with 5 monster points that they have to give out by the end of the lunch time session. Classroom staff will then add these to the class system.

Sanctions:

- 1st incident 5 minutes in reflection room, parents informed via slip sent home (Orange Slip)
- 2nd incident in same day loss of rest of lunchtime, parents informed via slip sent home (Red Slip)
- 3 incidents in a 2 week period loss of whole lunchtime, child placed on lunchtime report for a set period of time and parents informed (Letter from SENCo)

At the discretion of SLT any child can be placed on lunchtime report after any one incident. (SLT to contact home)

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

Training:

At Mowmacre Hill we see the promotion of behaviour in both social and academic settings as pivotal to the success of our pupils. We therefore place a high emphasis on training.

Specific behaviour training is guaranteed to take place at least twice during the academic year:

1. MAPA (please refer to use of restrictive intervention policy)
2. In house or external guest training on specific aspects of behaviour.

Additionally the SLT act as a support network for teachers and class teams on a more individual basis to provide targeted support for individuals.

**Recording
and
Monitoring:**

Incidents of inappropriate behaviours need to be recorded by staff teams on CPOMs, which will allow for appropriate staff to be kept informed and any trends to be analysed and evidenced.

he following information should be recorded as a minimum each time each time:

- Contextual information leading up to behaviour incident
- Behaviour displayed during incident
- Sanctions used - including Behaviour Plan strategies if appropriate
- Outcome

In addition to the whole school behaviour strategies outlined in the Behaviour Policy some individuals may require additional personalised behaviour plans to support positive and appropriate behaviours. These will be produced in line with any outside agency advice available.

- They should outline strategies and language that can be used by all when required ensuring there is a consistent approach to any inappropriate behaviours.
- They should be shared initially with the staff involved with the child and then made available for all on the school's server.
- The School SENDCo will share with the parent/ carer of the pupil
- These forms are a working document and class based staff should revisit them regularly and make changes where appropriate. A more formal review will be held after a maximum of 15 weeks.

Roles and Responsibilities:

The role of the Advisory Board (Governors):

- The Advisory Board (made up of school governors) helps set down these general guidelines on standards of discipline and behaviour, and, are kept informed of any restraints.

The role of The Head Teacher:

- Under the School Standards and Framework Act 1998, the Head Teacher is required to implement the behaviour policy throughout the school, and to report, when requested to the Governors. The Head Teacher is responsible for the health, safety and welfare of all pupils (staff and visitors), although s/he may devolve the day to day responsibility to the Deputy Head
- The Head Teacher has the responsibility for informing Governors of the need for fixed term or permanent exclusions and for implementing these as required to maintain good order.
- The Head Teacher ensures appropriate behaviour records are kept, and reported as per school policy, to the Governors
- Complete LA paperwork and submit it as required
- To read and enforce the school's behaviour policy.

The role of the SLT (Including HT)

- The SLT to update the Behaviour policy at least biannually.
- The SLT will monitor the CPOMs on a regular basis and provide written or verbal advice to class teams.
- On a termly basis and where possible the SENDCo will meet with the school's SEMH Team Representative, Educational Psychologist and/or Learning and Autism Support Team Representative and discuss pupils causing concern, for further advice.
- The SLT will monitor Behaviour Plans on a termly basis and provide guidance and support where required.
- To provide support for day to day incidents of extreme inappropriate behaviour.
- To read and enforce the school's behaviour policy.

The role of all staff:

- Should ensure class rules are enforced in their classes and that children behave in a responsible manner during lesson time, and, throughout the school day.
- Treat every child fairly and appropriately, with respect and dignity
- Record incidents using agreed method on CPOMs.
- Read any comments of advice given by both internal and external support and amend any behaviour plans where appropriate.
- Share with parents/carers incidents of inappropriate behaviour.
- Share with parents through either home school communication or in school meeting any strategies being used with their child to help improve their behaviour in school.
- To read and enforce the school's behaviour policy.
- Work with the Head Teacher to ensure a risk assessment pertinent to each identified child is

in place and known to other staff.

The role of parent/carers:

- To collaborate with the school, so that children receive consistent messages about appropriate behaviour.
- To request reasonable levels of support with their child's behaviour at home and to try and take on board strategies shared with them by the class teacher.
- To attend relevant meetings and engage in communication with school to support positive behaviour changes.
- If the school has to take reasonable sanctions we expect parents to support the actions of the school. If there is an issue, they should speak to the class teacher or Head Teacher. If the concern remains, the Governors should be approached and the grievance policy implemented.

Ratified by Governing Body _____ Signed copy kept in school _____

Date _____