



# Martley C.E. Primary School

## Behaviour Policy

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Developer/Developer's Role	Lucy Cox – Headteacher
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### Our Christian Values

Our Core Christian values are the 5 Cs - **Commitment, Creativity, Compassion, Co-operation and Courage**. They permeate our curriculum and are taught through our collective worship, within our curriculum and as part of our personal development programme.

Our vision is that everyone will know that they are loved by God. We nurture all children and adults so that they flourish as individuals and make the best of their God-given talents, through embracing our diverse world.

‘Every good action and every perfect gift is from God. These good gifts come down from the creator of the sun, moon and stars. God does not change like their shifting shadows’.

James 1:17

International Children’s Bible

We also support and follow the vision of the Diocese of Worcester Multi-Academy Trust (DoWMAT) of which we are a member school:

‘To Love, To Learn, To Serve’ sums up the DoWMAT’s vision for those who come together to create the MAT, enabling all to flourish both as individuals and in community with each other; living life in all its fullness (John 10:10).

### **Equality and Diversity Statement**

At Martley CE Primary School and Pre-School we promote equality of opportunity. We promote positive attitudes and encourage active participation of all stakeholders regardless of race, gender, disability, age, religion, belief and sexuality.

In so doing we strive to eliminate any unlawful discrimination or harassment of any group and where any such harassment is found appropriate action will be taken immediately.

## 1. Aims and Expectations

It is our primary aim, as a Church of England school, to ensure that every member of our community feels valued and respected and that each person is treated fairly and well. This behaviour policy is 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, both staff and children, feel happy, safe and secure.

We follow a number of conduct aims, but the primary aim of this policy is not a system to enforce rules, but a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective way.

We expect every member of the school community to behave in a considerate and respectful way towards others and towards property. Our behaviour expectations are regularly reinforced in collective worship, assemblies and circle time and class work.

We treat all children fairly and apply this behaviour policy in a consistent way.

We aim to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school and wider community.

We reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. Our 'positive reinforcement' policy, therefore, aims to encourage good examples of behaviour for others to follow.

Our 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:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in times of transition, and at break and lunchtimes; also disruption during before/after school approved activities
- Non-completion of classwork or homework
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting and aggressive behaviour
- Racist, sexist, homophobic or discriminatory behaviour

### 4. Bullying

This policy statement has been reviewed and updated with reference to the Government's guidance produced in July 2013, entitled Preventing and Tackling Bullying. This outlines the legal obligations and the powers schools have to tackle bullying, and the principles which underpin the most effective anti-bullying strategies in schools.

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, spreading rumours, unkind actions
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial comments, 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; also posting images without consent

## 5. Roles and responsibilities

### 5.1 The Role of the Staff

- It is the responsibility of the class teacher to ensure that appropriate behaviour is enforced, both within the classroom, as well as around school, and that the class behaves in a responsible manner at all times.
- The staff at Martley have high expectations in terms of behaviour and strive to ensure that all children work to the best of their ability.
- Staff treat each child fairly and enforce class and school rules consistently. Staff treat all children with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher will keep a record of the incident. In the first instance, the class teacher deals with the incidents him/herself. However, if inappropriate behaviour persists, the class teacher seeks help and advice from the Senior Leadership Team.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example discuss the needs of a child with an external body, such as the Complex Communication Needs team (CCN), the Learning and Behaviour Support Service or an Educational Psychologist.
- The class teacher reports to parents about the progress of each child in their class, in line with school policy. The class teacher or Head Teacher may also contact a parent if there are concerns about behaviour or the welfare of a child.

- Staff will always, as long as possible, listen to all sides of a dispute before passing judgement of any kind.

## **5.2 The Role of the Headteacher**

- It is the responsibility of the Headteacher under the Education Act 2011, to implement the school behaviour policy consistently throughout the school and report to the governors when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.
- 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.
- The Headteacher supports the staff by implementing the policy and setting the standards of behaviour.
- The Headteacher keeps records of all reported, serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated, or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This action is only taken after the school governors have been notified and advice obtained from other relevant agencies.

## **5.3 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 co-operate with the school. We try to build a supportive dialogue between home and school and we inform parents immediately if we have any concerns about the behaviour or welfare of their child.
- If the school has to use reasonable sanctions to punish a child, parents should support this. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and if all else fails, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **5.4 The Role of the Local Academy Board**

- The Head of School has the day-to-day authority to implement the school behaviour policy, but the governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher should take this into account when making decisions about matters of behaviour.
- The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

## 6. Suspensions and Permanent Exclusions

Only the Headteacher has the authority to exclude pupils from school. The Headteacher may exclude a pupil for one or more fixed periods and may also permanently exclude a child. This will be carried out in accordance with Local Authority and DoW/MAT guidance. The Designated Safeguarding Lead should be consulted prior to any suspension. As the Headteacher is also the DSL, the Director of Education who has responsibility for safeguarding will be consulted.

## 7. Rights and Responsibilities

As a school, we adopt annual 'Rights and Responsibilities', as opposed to class/school rules.

Children who have learnt about their rights show:

- A better understanding of what it means to have rights and responsibilities;
- More positive attitudes to school;
- Better relationships with their classmates and teacher;
- Higher self-esteem.

### What is meant by 'rights'?

These are not the same as 'wants'. What are termed rights are the basic human needs and values that apply or should apply to everyone.

### What about responsibilities? (UNICEF)

With rights come responsibilities. These include:

For children: the responsibility to respect the rights of others;

For parents: to respect and provide for the rights of their children;

For government: to support families and to respect and provide for the rights of children.

We make it clear that children not only have rights, but also the responsibility to respect the rights of others. They go hand in hand. That includes respect for each other, adults, their values, culture and beliefs.

Children are encouraged to understand that rights are something they can expect and that their responsibility is their job.

## 8. Rewards and sanctions

The whole staff at Martley aim to ensure that good behaviour is recognised and acknowledged and that this is done consistently.

At the beginning of each school year, the class teacher discusses appropriate behaviour with their class. Each class then agrees its own classroom code and this is displayed in each class. In this way, every child in the school knows the standards of behaviour that is expected by all. If there are incidences of inappropriate behaviour the class teacher will discuss this with the children and refer back to their own code of behaviour. Class 'Circle Time' can be used for this.

We praise and reward all children, if appropriate, for good behaviour in a variety of ways:

- Children are congratulated by staff.
- Children are rewarded by being given 'Dojo points.'
- Dojo points are awarded throughout the school for good work and appropriate behaviour. This gives staff an opportunity to reward pupils, which ever class they are in.
- Reward stickers or treats are given.

- Certificates are given out at a weekly 'Golden Book Assembly' – these could be in response to good achievement, effort or appropriate behaviour, with children achieving certificates and given the chance to share their work.
- We aim to acknowledge the efforts and achievements of children, both in and out of school.

Equally, the whole staff aims to ensure that incidences of inappropriate behaviour are dealt with in a consistent way.

We employ a number of sanctions to enforce positive and appropriate school behaviour and to ensure a safe and positive learning environment. We use a 'step up' approach to dealing with inappropriate behaviour, depending on each individual situation.

Any or all of these steps can be repeated any number of times, depending on each individual situation.

1. A verbal warning is given, which is repeated, depending on the incident, the child concerned and the judgement of the staff member concerned. Staff will always make clear to the child what is wrong with the way they are behaving.
2. Expecting work to be completed at home, or at break or lunchtime.
3. Reinforce the verbal warning by taking Dojo points away. **THE CHILD IS THEN ABLE TO EARN THIS BACK AT ANY TIME IF THE INAPPROPRIATE BEHAVIOUR CEASES.**
4. The child is moved within the class /assembly or into another class, if appropriate, or may lose certain class privileges. Sometimes work may be redone or sent home to be completed.
5. The child misses 5 minutes or more, of their playtime or lunchtime. This could be for one or more days, depending on the incident. The child could spend this time in the school hall or beside the teacher, during the playtime.
6. The child's parents are informed by 'phone or by Dojo message if the child continues to display inappropriate behaviour in spite of the above sanctions route having been followed.

## 8.1 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 Children Policy for more information on responding to allegations of abuse.

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

## 8.2 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rights and responsibilities
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of their learning
  - Establishing clear, consistent 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

### 8.3 Physical restraint

In some circumstances, staff who have received appropriate 'Team Teach Training' 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

### 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 Local Academy Board, on an annual basis. At each review, the policy will be approved by the Headteacher.

### 11. Links with other policies

This behaviour policy is linked to the following policies:

- Positive handling policy
- Suspension and exclusion policy
- Safeguarding policy

In exceptional circumstances where there is a continuation of bad behaviour or lack of cooperation in improvement, school may suspend for a fixed time or exclude the pupil permanently.

## Appendix 1: Behaviour Support Plan

<b>NAME:</b>	
<b>CLASS:</b>	
<b>D.O.B:</b>	

Special Educational Needs:	
Description of specific behaviours we want to encourage/develop:	
Description of specific behaviours we want to reduce/stop:	
Possible triggers for above behaviours – prevention/things to avoid:	
Positive (Proactive) Management Strategies:	
Early Interventions:	
Reactive Interventions:	
Progress since last review:	

<b>DATE:</b>	
<b>REVIEW DATE:</b>	
<b>CLASS TEACHER:</b>	
<b>PARENTS:</b>	
<b>PUPIL:</b>	

## Appendix 2: Positive Handling Plan

<b>NAME:</b>	
<b>CLASS:</b>	
<b>D.O.B:</b>	

<b>Triggers:</b> Describe situations that have led to Positive Handling being used:		
<b>Behaviour signals:</b> Describe the early warning signs / changes in body language / signs of distress that occur:		
<b>Preferred de-escalation strategies:</b>		
Verbal advice <input type="checkbox"/>	Planned ignoring <input type="checkbox"/>	Success reminder <input type="checkbox"/>
Reassurance <input type="checkbox"/>	Humour <input type="checkbox"/>	
Distraction <input type="checkbox"/>	Time out <input type="checkbox"/>	
Choice <input type="checkbox"/>	Change of adult <input type="checkbox"/>	
Advising of consequences <input type="checkbox"/>	Observed withdrawal <input type="checkbox"/>	
<b>Positive areas to focus on:</b> (strengths, interests etc)		
<b>Medical conditions to be aware of:</b>		
<b>Handling strategies to be used</b> (as last resort & in best interest of student):		
<b>Debriefing process to occur after an incident:</b>		
<b>Staff to be informed of this plan:</b>		

### Agreed By:

<b>PARENT/CARER:</b>	
<b>STUDENT:</b>	
<b>MEMBER OF STAFF:</b>	

