

# Policy on Behaviour

## MUGGINTON CofE PRIMARY SCHOOL

Reviewed	<i>3<sup>rd</sup> October 2016</i>
HT	
CoG	
Future Review	<i>Autumn 2018</i>

# Mugginton CofE Primary School

## Behaviour Policy

This policy has been written in accordance with the Christian ethos of our school, our recognition of British values, an awareness of our position in the Global community and taking account of all current Safeguarding and Child Protection guidance.

### 1. School Ethos

Within the Christian ethos of our school, we seek to encourage all members of the school community to develop the skills of caring, cooperation and understanding thus engendering a positive and supportive climate.

As a school, we aim to:

- Create a positive climate with high expectations.
- Emphasise the importance of being valued as an individual and within the group.
- Promote, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contributions of all.

### 2. Statutory Framework

This Policy has been written in line with the Education and Inspections Act 2006.

### 3. Statement of Principles

The principles guiding the formation of this Policy are:

- It is important that all adults work together to develop and maintain consistent expectations and strategies for preventing and dealing with disruptive behaviour.
- Behaviour can and does change.
- Reward, encourage and reinforce positive behaviour.

### 4. Standards of Behaviour

Children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school, we work towards standards of behaviour based on principles of honesty, respect, consideration and responsibility.

The School Rules are:

- Follow instructions carefully.
- Speak politely.
- Listen to each other.
- Do not hurt others.
- Take care of our own property and the property of others.

These rules are designed to be clear and unambiguous as they should be observable and positive.

The rules are reviewed by the children and staff regularly and they are written in the children's words to aid understanding.

Children are expected to adhere to the standards of behaviour when attending school activities off the school site. This includes behaviour on activities arranged by the school such as educational visits and sporting events.

## **5. Rewards**

We constantly praise and encourage positive behaviour. We believe that rewards have a motivational role in helping children to recognise that good behaviour is valued.

Our rewards system in school includes:

- Verbal praise (private or public).
- Written praise, when marking work.
- Stamps/stickers and merits in KS1.
- Merit points in KS2.
- Sharing of work with the rest of the class or school in a Good Work Assembly each Friday with Headteacher awards
- A full Headteacher award card leads to a special pencil or gift from the Headteacher
- Children to share work/achievements from home.
- Acknowledgement of most merits at the end of each term.
- Publication of work/achievements on school notice boards, web site and Twitter feed.

## **6. Sanctions**

Schools have the statutory power to impose sanctions. All sanctions must be reasonable and proportionate to the circumstances of the case. Schools can include confiscation of pupils' property as a disciplinary sanction in their behaviour policy. To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case.

Sanctions may include some or all of:

- Verbal warnings where children are reminded of school rules. Reprimands will take place privately where possible.
- Child being moved away from peers for a set time or asked to change seats.
- Child missing part of playtime or work away from the rest of the class.
- Exclusion from school playground during lunch time.
- Parents will be informed if unacceptable behaviour occurs.

Where a child refuses to put their own property away in their bag or drawer, staff may confiscate the property for a short period of time.

Exclusion would be considered where there has been a serious breach of the school rules or policies, or where there is the risk of harm to the education and welfare of the pupils or others in the school. A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the school.

## **7. Staff Support**

Our guidelines to staff for dealing with behaviour problems are:

- Praise publicly, reprimand privately wherever possible.
- Deal with the behaviour rather than the child. "We like you but not the behaviour".
- Allow opportunities for the child to save face.
- Defuse or avoid direct conflict if possible. Remain calm and avoid being drawn into an argument.
- Always use the least heavy sanction and apply it consistently.
- Sanctions should always follow the offence as soon as possible.
- Use instructions that are specific, using positive language wherever possible.

- Always praise the child showing positive behaviour before dealing with the child who is not.

See also the School Policy on Physical Intervention.

Our guidelines to staff for dealing with abusive behaviour by parents are:

- Abusive or violent behaviour by parents will not be tolerated. Abuse should be met with a calm and professional response. Continued abuse will result in a request to the parent to leave the premises. Failure to do so will lead to the police being informed.
- Physical assault by parents will be reported to the police with a request for action. The LA will be informed as soon as possible with a written report to follow. Any member of staff involved will be advised to consult his/her union as a matter of urgency. The LA will be asked for its support.

## **8. Support for Pupils**

When dealing with SEND, disabled or vulnerable pupils, staff will:

- make reasonable adjustments in the application of the behaviour policy.
- make special education provision for pupils whose behaviour-related learning difficulties call for it to be made.
- be alert to the potentially disproportionate impact of the school's disciplinary framework on vulnerable pupils.
- make sure that every vulnerable pupil has a key person in school who knows them well, has good links with the home and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework.

See also School Disability Equality Scheme, Accessibility Plan and Equal Opportunities Policy

## **9. Role of Governing Body**

The Governing Body is required to make and review a statement of principles to guide the Headteacher in determining measures for promoting positive behaviour.

The Headteacher must determine measures designed to secure an acceptable standard of behaviour and to promote self-discipline, proper regard for authority and respect for others.

The measures must be published in a written document (this policy document), made generally known within the school and to parents and carers and, at least once a year, brought to the attention of all pupils, parents and carers and staff.

## **10. Monitoring and Evaluation**

The statement of principles in this policy is reviewed on an annual basis. An annual review of the effectiveness of the policy is included in the Headteacher's report to the Governing Body.

## **11. Further References – attached to this policy**

Circular 10/98, Section 550A of the Education Act 1996: The use of force to control or restrain pupils.

A Summary of the DfE Guidance – April 2007 – School Discipline Policies and Pupil Behaviour.