

Mugginton Church of England Primary School



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Behaviour Policy

At Mugginton Church of England Primary School we believe that encouraging and rewarding positive behaviour is the most effective way of motivating all pupils to achieve their best. Constant reinforcement of expectations from all adults in school creates a secure environment where pupils know what is expected of them.

Rewards, and sanctions where necessary, should be instant and consistently applied throughout school, so that pupils and parents can share in celebrating good behaviour. All pupils should be treated fairly. This acknowledges that some pupils, due to a range of factors, may not be aware that some behaviours are not socially acceptable. In the long term, positive re-enforcement of good behaviour is far more effective in establishing a calm atmosphere throughout the school and a suitable and supportive learning environment for the children.

We believe there are occasions when a raised voice is necessary to attract a child's attention and prevent an accident or intervene in occasions of bad behaviour, but a calm voice should be introduced as soon as possible. The children state that all pupils should know what behaviour is acceptable, and that no child should ever feel threatened. We expect good behaviour from all our pupils, which enables all the school community to fully benefit from their time at Mugginton. Rules at Mugginton are few and are all written to ensure the health, safety and development of all our school community.

This is what our children have drawn up:

Our Golden Rules

1. Treat others as you would like to be treated
2. Take pride in everything you do
3. Always be ready to listen and learn
4. Be safe—move around school sensibly and quietly
5. Show respect at all times

Be the best person you can be

Intent

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, including the Equalities Act, 2010.

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, effective and nurturing learning environment.
- Encourage relationships based on kindness, respect & empathy—understanding the needs of others.
- Secure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contributions of all.

Statutory Framework

This Policy has been written in line with the Education and Inspections Act 2006 and the Equalities Act, 2010

Statement of Principles

The principles guiding the formation of this Policy are:

1. Every child has unique, intrinsic value
2. It is important that all adults work together to develop and maintain consistent expectations and strategies for preventing and dealing with disruptive behaviour.
3. Behaviour can and does change.
4. Reward, encourage and reinforce positive behaviour.

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 the Golden Rules listed on the front page

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 and are displayed around the school.

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.

We make a distinction between Behaviour (one's general conduct at school) and Behaviour For Learning (one's behaviour in the classroom). A child might show poor behaviour for learning by 'fussing', losing concentration or a general lack of application whilst showing acceptable levels of general behaviour.

To help our children to achieve their full potential Behaviour for Learning and general Behaviour are given equal focus and attention.

Implementation

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 and will be celebrated

Our rewards system in school includes:

Verbal praise (private or public).

Written praise, when marking work.

Stickers and Class Dojos for good Behaviour for Learning / following the Golden Ruls.

End-of-Term Amazon/Decathlon vouchers for 6 children who collect the most dojos.

Sharing of work with the rest of the class and Class Certificate in Celebration Assembly each Friday

Children to share work/achievements from home.

Publication of work/achievements on school notice boards, website and Twitter feed.

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 to remind children of school rules. Reprimands 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.

Name noted in 'Behaviour Book' and exclusion from school playground during play-time & lunch time.

Parents informed if unacceptable behaviour occurs or continues to occur.

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

Exclusion would be considered only when 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 a last resort by our school.

Staff Support

Our guidelines to staff for dealing with behaviour problems are:

Praise publicly, reprimand privately wherever possible.

Write a clear description of the incident, including note in the behaviour book. Ask children to write down what has happened also.

Deal with the behaviour rather than the child. "We like you but not the behaviour".

Allow opportunities for the child to save face.

Defuse/avoid direct conflict if possible. Remain calm and avoid being drawn into an argument.

Always use the least heavy sanction and apply it consistently.

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 the staff member asking the Headteacher to intervene and/or 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.

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, including clear targets on Individual Education Plans (IEPs)

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

Impact

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/carers and staff.

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.

Children's and parents' 'Voice' is collected regularly (at least once per academic year) with the feedback informing the self-evaluation of the school and of the behaviour policy and procedures.

External statutory inspections, such as Ofsted and SIAMS, alongside monitoring visits from our School Improvement Partner, evaluate and help to maintain the high standards we expect of behaviour at our school.

Further References

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.

Equalities Act 2010