

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.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

The proper use of restraint

The needs of the pupils at the school

How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

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

Mugginton Church of England Primary School



www.muggintonschool.co.uk

www.twitter.com/muggintonce

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, prevent an accident or intervene in occasions of bad behaviour, but a calm voice should be re-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 and staff has 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

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1. Aims

This policy aims to:

Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

Outline the expectations and consequences of behaviour

Provide a consistent approach to behaviour management that is applied equally to all pupils

Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation at school 2018](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Exclusion from maintained schools, academies and pupil referral units in England 2017](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

[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 to 94 of the [Education and Inspections Act 2006](#), which requires 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 maintained schools must publish their behaviour policy online

Implementation

7.8 Searching, screening and confiscation

Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned to 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](#).

7.9 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

Taking part in any school-organised or school-related activity (e.g. school trips)

Travelling to or from school

Wearing school uniform

In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

Could have repercussions for the orderly running of the school

Poses a threat to another pupil

Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.1.1 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

It poses a threat or causes harm to another pupil

It could have repercussions for the orderly running of the school

It adversely affects the reputation of the school

The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.1.2 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Implementation

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

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.

7.6 Support for Pupils with SEND

When dealing with SEND, disabled or vulnerable pupils, staff will make reasonable adjustments in the application of the behaviour policy. We will 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). We will be alert to the potentially disproportionate impact of the school’s disciplinary framework on vulnerable pupils. The SENCO will 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 SEND Policy, Accessibility Plan and Equal Opportunities Policy

7.7 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue and request additional support. If appropriate, the school may request an emergency review of the EHC plan.

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 to 94 of the [Education and Inspections Act 2006](#), which requires 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 maintained schools must publish their behaviour policy online

3. Definitions

We make a clear distinction between ‘Behaviour’ and ‘Behaviour for Learning’. Good behaviour at Mugginton means more than simply ‘being quiet’. It means behaving in a manner which allows for everybody to excel academically and socially.

Misbehaviour is defined as:

- Disruption in and between lessons and at break and lunchtimes; Unkindness; Non-completion of classwork or homework; Poor attitude and Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the Golden Rules; bullying; Sexual harassment including online sexual harassment, such as unwanted sexual comments or messages, sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content; Vandalism/damage to school property; Theft; Fighting; Racist, sexist, homophobic or discriminatory behaviour or Possession of any prohibited items such as knives or weapons or stolen items

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

Please see our Anti-Bullying Policy for detail of the measures we have put in place to prevent all forms of bullying (including cyber-bullying, prejudice-based and discriminatory bullying).

Intent

5. 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.

5.1 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.
5. Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
6. All pupils, staff and visitors are free from any form of discrimination

5.2 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

7.4 Responding to misbehaviour

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.
- 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.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour so all can excel.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases, opportunities for 'time-out', particularly with children with SEND.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to the headteacher
- Letter or phone call to parents
- Putting a pupil 'on report'
- Suspension or Permanent exclusions, in the most serious of circumstances
- Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

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:

‘The Rainbow’ behaviour system in the infant classroom.

‘The Otter’ behaviour system in the junior classroom.

Verbal praise (private or public).

Written praise, when marking work.

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

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/Facebook Page.

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.

Intent

6. Roles and responsibilities

6.1 The governing board

The governing body is responsible for:

Reviewing and approving the written statement of behaviour principles (appendix 1)

Reviewing this behaviour policy in conjunction with the headteacher

Monitoring the policy’s effectiveness

Holding the headteacher to account for its implementation

6.2 The headteacher

The headteacher is responsible for:

Reviewing this policy in conjunction with the [governing board/committee name]

Giving due consideration to the school’s statement of behaviour principles (appendix 1)

Approving this policy

Ensuring that the school environment encourages positive behaviour

Ensuring that staff deal effectively with poor behaviour

Monitoring that the policy is implemented by staff consistently with all groups of pupils

Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

Providing new staff with a clear induction into the school’s behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

6.3 Teachers and staff

Staff are responsible for:

Creating a calm and safe environment for pupils

Establishing and maintaining clear boundaries of acceptable pupil behaviour

Implementing the behaviour policy consistently

Communicating school’s expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

Modelling expected behaviour and positive relationships

Providing a personalised approach to the specific behavioural needs of particular pupils

Considering their own behaviour on the school culture and how they can uphold school rules and expectations

Recording behaviour incidents promptly (see appendix 3 for a behaviour log)

Challenging pupils to meet the school’s expectations

Our qualified teachers will support staff in responding to behaviour incidents.

Intent

6.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour 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
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6.6 Mobile phones

- Pupils are not allowed to have mobile phones with them on-site

Implementation

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear 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

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good and poor behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will celebrate it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Class Dojo points
- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as Head Pupil or Animal Ambassador or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity or trip