



BEHAVIOUR POLICY

REVISED - SEPTEMBER 2017
REVIEW DATE - SEPTEMBER 2018

“Bringing out the best in everyone”

Mab's Cross Community Primary School

Mab's Cross Mission Statement

“Within a secure, caring, stimulating and creative school environment where learning is fun, we aim to prepare all our children for life’s challenges and opportunities.”

To achieve our aim we shall:

- ❖ Encourage the quest for knowledge and encourage the children academically, physically, socially and spiritually.
- ❖ Prepare our children to be independent and responsible members of society
- ❖ Value each child’s individuality and his/her individual needs
- ❖ Develop self-esteem and creativity and encourage respect for others and the environment
- ❖ Maintain interaction with the wider community, encouraging involvement with the life of our school

At Mab’s Cross Community Primary School we believe that good behaviour is essential to ensure that effective teaching and learning takes place. It is the responsibility of all staff, children, parents and carers to promote appropriate behaviour. Our behaviour policy must be viewed within the context of the school mission statement and be seen to support the school’s aims and values.

Aims of the Policy

- ❖ To raise awareness about appropriate behaviour
- ❖ To have a consistent approach to behaviour throughout the school
- ❖ To make boundaries of acceptable behaviour clear to everyone
- ❖ To encourage a calm, purposeful and caring atmosphere
- ❖ To maintain a safe environment for everyone
- ❖ To encourage everyone in our school community to show respect for each other

Responsibilities of members of staff

- ❖ To consistently apply the school's policies and procedures.
- ❖ To treat all children fairly and with respect
- ❖ To raise children's self-esteem
- ❖ To provide a challenging and stimulating curriculum
- ❖ To create a safe and pleasant environment
- ❖ To recognise each child's individuality and be aware of his/her needs
- ❖ To teach children the rules and make expectations clear
- ❖ To use rules and sanctions clearly and consistently
- ❖ To work together with parents, carers and other agencies
- ❖ To be a good role model

Children's Responsibilities

- ❖ To treat all children and adults with respect
- ❖ To become familiar with the rules and be aware of expectations
- ❖ To be aware of the consequences of their behaviour
- ❖ To be a good role model both in and out of school
- ❖ To be aware of the part they can play in solving problems

Parents' Responsibilities

- ❖ To treat all children and adults fairly and with respect
- ❖ To support the school in the implementation of this policy
- ❖ To be aware of the school rules and expectations
- ❖ To show an interest in all their child does at school
- ❖ To encourage independence and self-discipline
- ❖ To make children aware of appropriate behaviour in all situations
- ❖ To be a good role model

Agreed School Rules

- 1. Listen to and follow instructions**
- 2. Treat all people and property with respect**
- 3. Be honest, polite, well mannered and considerate towards others**
- 4. Try to do your best work**
- 5. Move around school calmly and quietly**

These rules will be clearly displayed around each classroom and explained in detail to each child at the start of every new academic year.

Individual class rules may supplement the school rules.

Rewards and Incentives for Appropriate Behaviour and Good Work

Good behaviour will be rewarded in some of the following ways:

- ❖ Verbal praise
- ❖ Notes home/certificates
- ❖ Stickers/stamps
- ❖ Bronze, silver and gold certificates / badges for each set of 50 bronze stickers= 5 tokens (KS2), 50 nuggets (KS1 & Foundation Stage) presented in assembly.
- ❖ KS2 – Bronze stickers– awarded to the children in class for good behaviour, effort / attitude towards work (usually 1 a time) and spelling / times tables / basic skills test (usually 2 a time). Children will collect stickers and when they have received ten will exchange for a bronze token. Once 5 bronze tokens have been collected a bronze certificate is presented in assembly. This then applies to silver, gold and merit.
- ❖ Foundation Stag and KS1 children collect glass nuggets and bronze, silver and gold certificates are awarded in assembly.
- ❖ Star of the Day and Star of the Week (certificates) – Star of the Week certificates to be presented in assembly
- ❖ Golden time
- ❖ Writing Awards and Maths Awards presented in assembly.
- ❖ Class treat when all the class have achieved Bronze, Silver or Gold certificates.
- ❖ Children may be placed on the 'Golden Star' for exceptional work, achievement or effort and will be 5 additional nuggets or stickers.

Code of Conduct

Our Code of Conduct in the school is based on the view that **everyone will act with courtesy and consideration to others at all times.**

In addition, we encourage the following:

- To try to understand other people's point of view.
- To listen to other people and respect their ideas.
- To show politeness to others.
- To be prepared to share and take turns.
- To allow people their own space and time to reflect.
- To always use acceptable language.

The Behaviour Procedure

Each class uses the 'Traffic Light' system. The same system is used to record behaviour in the classroom, assemblies, playtimes and lunchtimes and moving around the school. It is a visual system which allows children to reflect upon their behaviour and to make improvements.

The traffic lights are displayed in each classroom.

There will also be a 'golden star' which children can move onto from the 'green' traffic light when exceptional work or effort is seen.

At the beginning of the school year the class teacher will decide with the children the 'expected' behaviours to stay on green (linked to the school rules). These will be displayed with each child's signature underneath.

Each child's name will start in the green section (FS/KS1 each day and KS2 each week). It is expected that the majority of children will keep their name in the green traffic light.

Procedure

- If a child is misbehaving in class they will be given a verbal warning and the teacher will outline the behaviour they are not happy with and the consequences that will result if the behaviour does not change.
- If the behaviour continues the child's name will be written on the board.
- If the behaviour continues, or there are further incidents of poor behaviour, a tick will be placed against the child's name.
- If there are further incidents the child's name will be placed onto the amber light.
- At this stage a child can be moved from the amber back to the green, or have their name or a tick removed, if they improve their behaviour (This should be done in stages, not all in one go, unless the teacher feels that it merits this).
- A yellow behaviour mark will be sent home if the child still remains on amber at the end of the day.
- If a child continues to persist with inappropriate behaviour they will be moved to the red light and will serve a lunchtime detention at the first available opportunity (KS2), or miss a playtime (FS/KS1). A red behaviour mark will be sent home detailing the reasons for the detention. If a child needs to serve a detention please make the detention duty teacher aware before lunchtime and record in the detention book.

- If a child continues to disrupt the learning of others and they have reached a red behaviour mark they should be sent **with work** to the Phase Leader to work in their classroom and should return at the end of the session. If this continues over a few days and there is no improvement the child should be taken to the Deputy Head Teacher or Head Teacher with work. In the case of violent or dangerous behaviour the Deputy Head Teacher or Head Teacher may be sent for immediately.
- At the end of each day the teacher will record in the Behaviour Book the names of any children on amber or red, along with the reason for the mark. Children who are on amber will miss ten minutes of their Golden Time and any child who has received a red behaviour mark will miss all their Golden Time.
- If a child is given a red behaviour mark and a detention they will be placed back onto green and their name removed from the board, as they will be serving their detention / missed playtime.
- If a KS2 child has been given an amber behaviour mark they will stay on amber, but will be moved back to green (and their name removed from board) as soon as they show they are trying to rectify the behaviour, or there have been no further incidents during the following day.
- If a child is recorded in the Behaviour Book as amber twice in a week they will be given a red behaviour mark and will serve a detention / missed playtime.
- Certain behaviours will result in a child being moved immediately to the amber or red light (**see Appendix 2 – Red / Amber Behaviours**).
- Two red lights in one week will result in detention for 4 consecutive lunchtimes (KS2) and 2 missed playtimes and sent to HT (KS1)
- Children may also be placed on the 'golden star' when 'outstanding' work or effort is seen. If a child is on the 'golden star' at the end of the day in FS/KS1 or end of the week in KS2 they will receive an extra 5 nuggets / stickers. A child may be moved off the Golden Star if ticks are placed on the board and moved back down to amber or yellow.
- For every 50 stickers / nuggets children will be presented with a certificate and a badge.
- The behaviour procedures should always be followed by the class teacher before children are sent to a senior member of staff. This must be in the following order – Phase Leader, Deputy Head Teacher, Head Teacher.

Lunchtimes

- Pom-Poms- during lunchtime the lunchtime staff will give out pom-poms to children who are behaving well, ensuring that the child understands the reason they have received it. The children will place the pom-poms in their class jar at the end of lunch-times. A winning class will be chosen each week to receive the 'Golden Lunch Box.'
- Certificates – every lunch-time teacher will give out a weekly certificate, specifying the reason that they have received the certificate – this should be passed to DM on Wednesday afternoon.
- If a child's behaviour at lunchtime is causing a problem this should be reported to the class teacher by the lunchtime staff at the end of lunchtime.
- If a child is displaying particular disruptive / aggressive behaviour (e.g. hurting other children) then the child can be taken to the class teacher, or phase leader in their absence, or Deputy Head Teacher / Head Teacher in the phase leader's absence.
- Serious incidents (e.g. Red / Extreme – see appendix 2) can be reported to any senior member of staff to deal with immediately.

Behaviour Mark Slips

Once returned these should be stapled / fastened to the page in the Behaviour Book where the mark has been recorded.

Informing Parents

Behaviour marks will be sent home with the child, in order that parents are well informed about their child's behaviour in school, and should be returned the next day signed by parents. If the behaviour mark is not returned a copy should be posted to parents, and if this is not returned followed up by a telephone call.

If a child receives two red lights, therefore two red behaviour marks, in one half term the teacher will ask parents into school to discuss their child's behaviour. If this behaviour pattern continues the Deputy Head Teacher or Head Teacher should be informed and they will meet with parents to discuss a Behaviour Contract / Book.

Special Educational Needs

When a child is on the SEN Register for specific behavioural difficulties, the procedure for dealing with this child may be slightly different to the Traffic Light system. The alternative procedure will be formed in agreement with the child, their parents and relevant school staff. This procedure will be clearly explained to all those who might have contact with the child in school.

The Exclusion of A Child

The exclusion sanction will be applied when a child's offending behaviour continues despite the application of the following process identified within our Behaviour Policy.

- clear identification with the child of the offending behaviour
- establishing appropriate sanctions short of exclusion in an effort to discourage reoccurrence of such behaviour
- pastoral support with the Behaviour Support Team
- notification to parents of concerns and sanctions taken
- upon re-offence, discussion with the child regarding ultimate sanctions if behaviour does not improve
- further notification to parents and parental interview
- upon re-offence, implementation of the exclusion process

Exclusion will usually be at the end of a disciplinary process, when a 'Pastoral Support Plan' has been unsuccessful. However, if the behaviour of a child constitutes a serious breach of school rules or where the health, safety, welfare or education of others is threatened, **EXCLUSION CAN BE AN IMMEDIATE RESPONSE (see Appendix 1).**

Appendix 1

The school will follow Section 64 of the School Standards and Framework Act:

- Only the Head Teacher can exclude for a fixed period or on a permanent basis.
- During the Head Teacher's absence the responsibility would fall to the teacher nominated by the Head Teacher to act during the Head Teacher's absence from the school. This would normally be the Deputy Head Teacher.
- The total number of fixed period exclusions (covering one or more fixed periods of time) given in any one school year must not exceed 45 school days
- The parent of the child must be informed immediately when exclusion, either fixed term or permanent occurs.
- The following information will be conveyed to the relevant person (parent):
 - the period of exclusion
 - the reason for exclusion
 - that representation can be made to the governing body about the exclusion
 - the way in which that representation can be made

In addition to the requirements of the School Standards and Framework Act the 'Guidance on Exclusion from Schools and Referral Units' (issued January 2003) requires:

- the Head Teacher to write to the parent within one school day of the decision with the information from the previous paragraph
- the letter to include details for the continuing education of the child, including setting and marking work
- the right of the parent to see the child's school record.

Exclusion at lunchtime is a sanction that can be used to maintain good order and discipline during the lunch break without the need to disrupt the child's formal education. Parents will be informed of the number of lunchtime exclusions.

The regulations allow head teachers to exclude a child for one or more fixed periods not exceeding 45 school days in one school year.

When the exclusion is for more than five school days in any one term, or where the child involved would lose the opportunity to sit a public examination, or where the exclusion is permanent or where the Head Teacher decides to change a fixed term exclusion to a permanent exclusion, the Local Authority and governing body must be informed of the exclusion and the reasons for it.

However, there are a number of different alternatives to permanent exclusion available to the Head Teacher which may be used:

- restorative justice
- mediation
- internal seclusion
- managed move (if appropriate)

Parents will be provided with the name and telephone number of a Local Education Officer who can provide advice. For further information on the exclusion process refer to the School Standards and Framework Act, Section 64 or the following website:

www.dfes.gov.uk/behaviourandattendance

Decision: Head teacher, acting head teacher, or teacher in charge of a PRU takes the decision to exclude a pupil for a fixed period.

Contact parent: The head teacher should ensure that a parent/carer has been contacted immediately, ideally by telephone and is available, if appropriate, to arrange collection and supervision of the pupil. The child's welfare must always be the prime consideration

Lunchtime exclusion: Pupils who are disruptive during the lunch time may be excluded just for the duration of the lunch time. Lunchtime exclusion will count as half a day for statistical purpose and for parents to make representation but are not counted in the school's 6th day duty to provide full-time

Exclusion during morning session: the exclusion takes effect from the afternoon session; notice must be given to the parent before the start of the afternoon session.

Exclusion during afternoon session:

- if the exclusion takes effect from the next school day. Notice to the parent must be given before the start of that school day.
- If the exclusion takes place from that afternoon, the notice must be given at the end of the afternoon

Written notice: The head teacher must give a written notice to the parents informing them of:

- the precise period and the reasons of the exclusion;
- the parent's duties during the first five days;
- the parents right to make representation to the Governing body and how the pupil may be involved in this;
- The person the parent should contact if they wish to make such representation;
- The arrangement made by the school to set and mark work for the pupil during the initial 5 days of the exclusion;
- if relevant, the school day on which the pupil will be provided with full-time education; and
- if relevant details of a reintegration interview.

The head must inform the Governing Body if a pupil is being excluded for more than 15 days in any one term. Pupil's can excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

Educational provision during the exclusion:

- The school has a duty to arrange suitable full-time educational provision from and including the 6th consecutive day of the exclusion.
- Where a Looked After Child is excluded provision should be in place from the 1st day of exclusion.
- Schools in the former BIP still receiving additional funding should make provision from the first day of exclusion.

Reintegration interview:

The head teacher or a senior member of staff should arrange and conduct a reintegration interview with a parent and the pupil at the end of the exclusion at a date and time convenient for the parent on the school premises.

The notice for a reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion).

If the parent fails to attend, the school must keep a record of the failure as well as any explanation given as it can be one factor taken into account in the Magistrates' Court when deciding whether to impose a parenting order.

Primary: School **must** offer a reintegration interview after any exclusion

Secondary: School **must** offer a reintegration interview for an exclusion of 6 or more school days.

If the school or the LA considers that parental influence could be better brought to bear in the behaviour of the pupil, a parenting contract may be offered. If the parent fails to engage with the school or LA in attempting to improve the child's behaviour, the school or LA may consider applying to the Magistrate's Court to compel the parent to comply with certain requirements. See related guidance.

Appendix 2

BEHAVIOUR	WHO	ACTION/SANCTIONS
<p>Low level (examples)</p> <ul style="list-style-type: none"> • talking when an adult/other children is • talking • ignoring instructions • silly noises in class/dining room/hall • making a noise when walking around school as a whole class • reports of bad behaviour at break/lunchtime • talking in assembly • eating sweets 	<p>Class Teacher Lunchtime Supervisor</p>	<p>Warning Given</p> <ul style="list-style-type: none"> • eye contact • explain sanctions if behavior continues • verbal reminders of school/class rules • change of seating • verbal warning • working in isolation in class with work given to do • complete work at break / lunchtime
<p>Moderate (examples)</p> <ul style="list-style-type: none"> • Name and one tick already on board or one of following: • refusal to co-operate/follow instructions • minor challenge to authority • deliberate disruption of lessons • being rude and insolent to ANY adult • working in school • minor stealing • impulsive fighting • swearing with/at/to other children • lack of care and respect in handling property • poor conduct when representing the school away from the school premises. 	<p>Class Teacher Parents</p>	<p>Yellow Behaviour Mark plus:</p> <ul style="list-style-type: none"> • record behavior mark in Class Behaviour Book
<p>Serious (examples)</p> <ul style="list-style-type: none"> • Moved from amber to red or one of following: • serious verbal abuse • fighting - pre-arranged/premeditated/ • gangs/ attacking another child • bullying - verbal and other forms • racist comments or behaviour • storming out of class • repeated refusal to carry out tasks • serious and very public challenges to authority • serious misbehaviour at lunchtime/ • challenging staff 	<p>Class Teacher Phase Leader ↓ Deputy Head Teacher ↓ Head Teacher</p>	<p>Red Behaviour Mark plus:</p> <ul style="list-style-type: none"> • phone call to parents • record incident in Class Behaviour Book record incident in racist monitoring form (if appropriate) • possibly working in isolation in Head/Deputy Head Teacher's office (send work & memo) or another classroom • inform Phase Leader for recording • if a 2nd red behavior mark is given in a half term the DHT / HT must be informed and the class teacher must arrange a meeting with parents. • Another repeat of the above situation DHT / HT to arrange meeting with parent to discuss Behaviour Contract / Book
<p>Extreme</p> <ul style="list-style-type: none"> • willful damage to property/vandalism • theft • violent behavior • very serious challenge to authority • verbal/physical abuse to any adult working in the school • leaving school without permission • continued fighting and causing physical harm to others • persistent bullying • persistent, calculated racism 	<p>Class Teacher ↓ Deputy Head Teacher and / or Head Teacher</p>	<p>Red Behaviour Mark plus:</p> <ul style="list-style-type: none"> • record incident in Class Behaviour Book • Head Teacher to record in Incident Book • request to see parents immediately/telephone call • contact external agencies if necessary • pastoral support programme set up involving class teacher, inclusion manager, parents and EWO • fixed term exclusion • possible permanent exclusion

This policy is to be reviewed annually

Chair of Curriculum
and Standards CommitteeDate