



EAST MORTON CE PRIMARY SCHOOL
Behaviour Policy

12/2016; Updated 11/ 2017, 11/2018, 11/2019 11/2020

East Morton CE Primary School Behaviour Policy

School Vision Statement

All are inspired to achieve their potential within our loving community of life-long learners, where:

- Everyone is valued;
- Every chance is provided for all to flourish in the security of God's love; and
- Every day brings the enjoyment of life in all its fullness.

Introduction and Rationale

- This policy outlines the purpose and nature of the school's positive approach to behaviour management.
- The implementation of this policy is the responsibility of all the governors, staff, parents and children. **Visitors, volunteers and guests** will also follow the policy. This policy will also include extended areas of the school day, such as breakfast club, care club, sports clubs and events in and out of school.
- We lay great emphasis on our core Christian values and our single rule in school is based around us all being the **best person** we can be and living our school's vision of 'Everyone, Every Chance, Every Day. Positive behaviour for learning will be rewarded and is actively encouraged.
- At East Morton CE Primary, we work to create a caring, inclusive community in which we can provide for the social, emotional, spiritual, academic and physical needs of all our learners, regardless of status, gender, race or ability. We look for and encourage positive behaviour and accept that rules, routines, rights and responsibility are an integral part of a caring school community.
- We believe that all members of the school community have **rights** and we encourage all in the school to take personal **responsibility** for their attitude and actions when adhering to rules and routines. As a result, we have ensured that the school council have been fully involved in the formulation of this policy, as have a cross-section of staff and members of the governing body
- All staff should recognise that children are capable of abusing their peers and should be clear as to the school policy on peer on peer abuse (Reference **Safeguarding policy and Anti-bullying policy** Incidents are added to CPOMS and investigated.
- The governors, staff, parents, children, volunteers and visitors all need to work in partnership to encourage excellent behaviour and will promote and follow East Morton's Home: School Agreement.

Key Points from Department for Education guidance on Behaviour and Discipline in Schools, 2016

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Academies have a duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010 to ensure that arrangements are made to safeguard and promote the welfare of pupils.

Implementation

In implementing this policy, we aim to encourage children to develop a positive approach to life. We strive to take account of community, family and cultural backgrounds of children in school and to be sensitive to them. We see community involvement as a two-way process in which different viewpoints are considered and respected. Whilst certain behaviour may be deemed unacceptable this will be explained to the child in a positive manner.

Rewarding Children's Work & Behaviour

- As a school, our focus is on rewarding the achievements and positive behaviour that children display. To that end, we employ a wide range of strategies to recognise both individual children's and whole class positive learning behaviours.
- From September 2015, our staged reward system for individual children will be based around the award of merits (previously referred to as house points). Merits will be distributed to children who have demonstrated positive learning behaviours, or behaviours which are in-line with our key Christian values.
- At lunchtimes, children are awarded with Happy Lunchtime counters, which again are distributed when children have demonstrated positive social interactions with both their peers and adults within a lunchtime situation.

- There is a visual representation of the rewards and sanctions system in each classroom and children move their 'peg' up and down this scale, dependent upon whether they have achieved a Golden Day (no sanctions), or have moved through the varying sanctions (see sanctions information below)

On-going Individual Pupil Awards	<ul style="list-style-type: none"> • Merit system to track individual success; children will receive the following certificates throughout the year: Bronze – 50 merits Silver – 75 merits Gold – 100 merits Platinum – 150 merits Headteacher's Award – 200 merits Awards are presented half-termly at a special Achievement Assembly. • Visits to the Senior Leadership Team for 'excellent work' are rewarded with stickers, merits and 'Wow cards' as appropriate. • Counter rewards are issued at lunch and break time in line with Happy Lunchtimes policy. • Verbal praise is key and is used by all members of staff. • If a child reaches the end of a day without any sanctions being implemented, they have achieved a 'Golden Day' and they are rewarded with a Golden Break at the end of the week (Unless a red card is issued during the week)
Individual Weekly Awards	<ul style="list-style-type: none"> • A 'Star of the Week' , 'Sports Star' and 'Values star' certificates are presented per class at our weekly 'Stars Assembly'. We ensure that all children receive at least one award per year.
Whole Class Awards	<ul style="list-style-type: none"> • Teachers all have individualised strategies to reward their own class, with each class having its own class target.

Children with additional needs

- Children with additional learning or social/emotional needs may require personalised behaviour plans which reward more regularly than is the norm, in order to reinforce positive behaviours. In discussion with the child and their parents or carers, a reward chart may be agreed upon, where required.
- In line with our school values, it is expected that in our setting, **all** learners will treat one another and the adults around them with love and mutual respect and when this is not case, sanctions may need to be applied; this is also the case for safeguarding concerns, for example when a child deliberately ignores an adult instruction and doing so could place them at risk. In the case of violent or aggressive behaviour towards another child, or an adult, adapted Stage 4 and 5 sanctions may still be applied for children with additional needs.

Sanctions to be used at East Morton CE Primary

- We believe that excellent behaviour is essential if our school is to function to a high standard. It goes hand in hand with effective learning and social development; however, we recognise that there are occasions when pupils' behaviour is not of the required standard. Therefore, we have designed a series of steps and consequences to be followed if behaviour falls below expectations.
- Please see the table below which details the steps which are to be followed.
- It is to be remembered that these sanctions will be used as a last resort and, in the latter stages; each case will be looked at individually.
- All low-level behavioural incidents (Stage 1-3) are now recorded on CPOMS and are monitored weekly by the Learning Mentor and/or Deputy Headteacher, with half-termly monitoring by the school's leadership team. When Stage 4 or 5 incidents occur, these too are recorded on CPOMS, but SLT are made aware immediately. These incidents are also monitored half-termly by school leaders. Discussions and appropriate next step actions will be discussed in the event of repeated occurrences. The next steps may vary, dependent upon the needs of the child and the nature of the incidents.

Behaviour and Bullying 'off the school site'

As a school, we reserve the right to follow our school behaviour policy and issue both rewards and sanctions to pupils who are 'off site', within the following contexts (regardless of whose care the children are in):

- When a pupil is taking part in any school-organised or school-related activity, or
- travelling to and from school, or

- wearing school uniform, or
- in some other way identifiable as a pupil at the school.

In addition, we reserve the right to follow the school's behaviour policy in the following circumstances:

- A pupil's actions could have repercussions for the orderly running of the school, or
- Poses a threat to another pupil or member of the public, or
- Could adversely affect the reputation of the school.

DEALING POSITIVELY WITH BEHAVIOUR

The following are guidelines only and their interpretation will be at the discretion of the headteacher and staff.

Covid related additions

	Behaviour	Sanctions
Daily At 8.50am	Golden Day Start of a new day, a great day for learning.	All children have a positive start to the day.
Step 1	Interrupting the learning of others or not focussing appropriately on their own learning.	Verbal Warning
Step 2	Pause! Thinking Zone Continued interruption of the learning of others, or not focussing appropriately on their own learning. Play time and lunch times: Inappropriate behaviour that is not in-line with the school ethos, for example not playing fairly, safely, not sharing and co-operating etc	Pause! Thinking Zone <ul style="list-style-type: none"> • Peg moved into green 'Pause! Thinking zone' Play time and lunch times: 5 mins with a designated adult (Adult from the same class bubble)
Stage 3	Support Talk Repeated offences of the above. Play time & lunch times: As above repeated offences, plus, inappropriate use of equipment	Support Talk <ul style="list-style-type: none"> • Peg moved into the orange zone • 5 mins time out in another classroom to think about the choice they have made. If a child reaches Stage 3 at the very end of the school day, then a time out may not be able to take place – the time out will not be carried over to the following day, to ensure that learners are provided with a 'fresh start' at the beginning of the following day. In order to keep class bubbles intact, time-outs will now take place within the classroom • Note made on CPOMS • Golden break Friday's break time is reduced by 5 minutes Play time & lunch times: 10 mins with a designated adult & support talk (Adult from the same bubble)
Stage 4 SLT	Continuation of the above Repeated offences of the above. 3 support talks in one week equal a red card. Play time & lunch time: serious behaviours may be at a higher risk at these times.	Red Card Peg moved into red zone and red card issued Play time & lunch time: member of staff observing incident needs to make the situation safe. Ask for assistance if required. Communicate to LM or SLT immediately

	<p>Serious Incidents are likely to include, but are not limited to:</p> <ul style="list-style-type: none"> - Leaving the classroom without permission - Swearing - Spitting - Harming someone through physical aggression - Harmful/offensive name calling - Challenge to authority - Deliberate damage to property - Leaving class without permission - Bullying (Including cyber, homophobic, racist or other) - Verbal abuse of staff 	<p>Sanctions:</p> <p>Peg moved into red zone and red card issued LM or SLT to decide on appropriate course of action to follow based on the outcome of an investigation Missed break time / dinner time / golden break (as appropriate dependent upon the age of the child and any additional needs.)</p> <p>SLT member will come down to the classroom rather than the child coming up to the offices</p> <p>Recorded in planner by LM/SLT, with reason given. Recorded on CPOMS</p> <p>Time out of class as appropriate Time out in class</p> <p>Contact with parents by LM or SLT Appropriate pastoral support arranged where required; this may be through an external agency</p>
<p>Stage 5 LM, SLT & HT</p>	<p>3 red cards within one week will result in a move to Stage 5 (black card).</p> <p>Extreme Incidents which may necessitate an immediate move to Stage 5 are likely to include, but are not limited to:</p> <ul style="list-style-type: none"> - Absconding from the school building, or site - Vandalism - Stealing - Persistent Bullying - Bringing weapons onto the school site - Use or possession of illegal substances/materials in school - Extreme violence - Very serious challenge to authority - Extreme Verbal abuse to any staff - Physical abuse of staff 	<p>Possible sanctions</p> <p>Internal exclusion External fixed-term exclusion External permanent exclusion</p> <p>In extreme circumstances, the police may be called</p> <p>Any inappropriate materials/substances will be removed</p> <p>Appropriate pastoral support arranged where required; this may be through an external agency</p> <p>LM or SLT to decide on appropriate course of action to follow based on the outcome of an investigation Separation from the rest of the class group</p> <p>Contact with parents by SLT Recorded on CPOMS</p> <p>Time out of class as appropriate, for the rest of the lesson / day</p> <p>Appropriate pastoral support arranged where required; this may be through an external agency</p>

- An Internal Exclusion is regarded as a very serious sanction. We feel that few will take place in any one school year. If, however, it is necessary to administer one, the following guidelines apply:
 - A suitable time for the exclusion must be arranged with the Headteacher because the excluded child will need to be supervised at all times.
 - They will not have lessons, play or eat with their class. A separate break to exercise, with supervision, will be provided either before or after main school break times.
 - The class teacher will provide work for the child to complete independently.
 - A note will be made in the pupil's diary, class behaviour diary and school behaviour log.
 - Parents will be informed.
 - External Exclusion is an extreme option used with great reluctance. In the event of exclusion the procedures established by Bradford Education Authority will be followed [see Appendix 2]
 - Under very exceptional circumstances, physical intervention may be required to restrain a child's physical behaviour or aggression when this is endangering the child, other children, and adults or involving serious damage to property. The governors have adopted the DfE's advisory document: 'Use of Reasonable Force'.
- Any incidents that require this intervention are to be logged detailing:
- Description of restraint
 - Persons involved

- o Brief reasons for restraint
- o Names of any witnesses
- o That parents have been informed.

(See linked policy: **Positive handling Policy**)

Linked Policies:

Governors' statement of behaviour principles
Equal Opportunities Policy
Positive Handling Policy
Child Protection and Safeguarding Policy
Anti-bullying Policy
E-safety Policy

Right of appeal

In all aspects of this policy, parents will reserve their right to appeal any decisions made by school leaders using the complaints procedure. In the first instance, parents should contact the member of staff who has issued the sanction. If concerns still exist at this point, parents should then contact the Headteacher who will direct SLT to investigate and then make a decision regarding the complaint. The decision can be appealed to Governors.

Review

- This policy is an update on our previous policy, compiled with the support and advice of staff, Governors, parents and children at our school. It maintains the principles of Positive Discipline outlined in the previous document. Effective discipline is seen by school as fundamental to the process of maintaining high standards of learning and providing our children with the self-discipline needed to take their place in society.
- To be reviewed in November 2021

Headteacher:



Governor Approval:



Date:

7th January 2021

Behaviour Policy

How to deal with any incident

We recognise that this can be fraught with difficulties. The Teaching and non-teaching member of staff is forced into numerous roles - investigator, judge, jury, counsellor/supporter and social educator. You have knowledge of the child and preconceived ideas about his/her behaviour and the desire to amend a 'wrong' perceived to have been done.

1. **Try to stay calm so that the children can see you are in control.**
2. If an incident is spotted, walk over slowly and deliberately to the scene providing yourself time to think about how you will deal with the incident. It also lets the pupils know that something is about to happen.
3. Do not be seen to jump to conclusions and retain sufficient control to avoid everyone talking at once.
4. Listen well - this shows that you are a 'fair person' and one deserving respect.
5. Do not be side tracked – focus on the primary behaviour - ask a question several times if necessary in order to get the appropriate response from a child.
6. Use eye to eye contact and a place where you are unlikely to be disturbed.
7. Maintain a positive tone of voice; avoid sarcasm and direct personal criticism. Focus on the behaviour and not the child. Some children may actually try to live up to labels applied to them.
7. Do not make threats that cannot or will not be carried out.
8. Consider using a strategy that will give the child time to calm down. It will also provide an opportunity to deal with others involved, maybe treat an injury, without giving the impression that someone 'has got away with it'. It also shows that the supervisor can cope with the situation.
9. Look for a solution that shows you are fair minded and reasonable – use of positive alternatives may be sufficient without resorting to involvement of class teachers. In the majority of incidents, it should be class teachers who bring in Senior Managers.
10. Summarise what you have heard and use open questions e.g.
Who was there?
What happened next?
Avoid 'Why' questions.
11. Empathise with feelings and allow free expression of emotion.
12. Inform the victim of what you intend to do but do not make promises you cannot keep.
13. Incidents should always be reported:
 - o To the class teacher and/or learning mentor.
 - o If the incident is serious, this should be reported to a member of the SLT.