

Behaviour Policy

'Working together to achieve success'

At Mossgate Primary School, we want every child to:

- Feel safe and protected.
- Develop self-discipline and self-control.
- Know what to do if others treat them in a way that hurts them, makes them feel unhappy or uncomfortable.
- Be accountable for their behaviour and understand how their behaviour can impact others.
- Demonstrate the values of honesty, fairness, respect for and tolerance towards others.
- Develop confidence, assertiveness and self-esteem.

Children need praise and other rewards to reinforce good behaviour and promote self-esteem; this leads to success at school. The emphasis of this policy is on a positive approach to supporting children in managing behaviour, however, unacceptable behaviour cannot be ignored. It is very important that children understand fully that it is their behaviour which is unacceptable and not themselves.

We believe that:

- Everyone has the right to be treated with courtesy and respect.
- All pupils can behave in an appropriate way and those with very specific problems can learn to.
- Every child has a right to feel safe and to learn.
- Every teacher has the right to teach.
- Promoting good behaviour is everyone's responsibility.
- Parental involvement and home-school links are vital.

Promoting good behaviour is everyone's responsibility: parents, staff and pupils – 'Working together to achieve success'.

Parent responsibilities

- Work in partnership with staff to ensure good behaviour.
- Inform staff of any concerns or changes at home which may impact in school.
- Respond to concerns raised by members of staff.
- Ensure pupils arrive on time to school ready to learn.
- Ensure pupils come to school wearing the correct school uniform and footwear (including PE kits).
- Support the school's guidance regarding jewellery, make-up and hair.
- Ensure pupils come to school correctly equipped and prepared to work.
- Ensure children complete their homework to a high standard and hand it in on time.
- Read daily with your child and sign their reading record.
- Show respect to all members of the school community.
- Support the school's behaviour policy.

Staff responsibilities

- Promote and reinforce clear expectations of behaviour.
- Praise positive behaviour at all times.



Our mission:

'Working together to achieve success'

- As fit and healthy **individuals** who are inquisitive and have the confidence to try new things.
- As resilient and independent **learners** who strive to achieve their best.
- As caring and kind **friends** who respect and value difference and challenge discrimination.
- As active and responsible **citizens** who have a positive impact within their school, community and wider world.

- Deal with incidents of inappropriate behaviour by following the school's procedures.
- Share information using school systems.
- Ensure they understand the needs of children and strategies to support them.

Pupil responsibilities

- Conduct themselves around the school quietly in a safe and sensible manner.
- Arrive on time to school and lessons ready to learn.
- Try their best in all lessons.
- Listen to and follow instructions given by all adults.
- Behave in a sensible and polite manner to all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Treat others the way they want to be treated.
- Complete all class work to a high standard.
- Hand in homework on time to a high standard.
- Read daily at home and ensure reading books are changed and records are signed.
- Show respect for the school building and resources.
- Follow the school rules.
- Work to demonstrate our school values.

Pupils are encouraged to take on roles of responsibility within the school community. Year 6 pupils stand for election as House Captains and are voted for by the children. House Captains take on additional roles through the different committees which include sport, fundraising and eco. Sports leaders receive training and help and support other children at playtimes and lunchtimes.

The teaching of good behaviour

Our values curriculum, Personal, Social, Health, Economic & Citizenship (PSHEC) curriculum and Religious Education (RE) curriculum are central to developing the Spiritual, Moral, Social and Cultural (SMSC) development of every child as part of an exciting, relevant and challenging curriculum.

- **RE curriculum** – children learn about different religions and develop a tolerance of different beliefs and faiths.
- **PSHEC curriculum** – children are taught about friendship, bullying, recognising anger, strategies to calm down and peaceful problem solving techniques.
- **Computing curriculum** – children learn about personal information, digital footprint, cyberbullying, how their actions online have consequences and what to do if they feel uncomfortable or unsafe.
- **British Values** – through PSHEC, assemblies, significant events and the wider curriculum, we teach children about democracy, the rule of law, individual liberty, mutual respect and tolerance of other faiths and religions.
- **Values curriculum** – through assemblies and lessons, children explore our values over a two-year cycle. Staff refer to these when speaking to children about their behaviour and attitude to learning.

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| • Courage | • Honesty / Trust | • Kindness / Friendship |
| • Generosity | • Peace | • Respect |
| • Freedom | • Tolerance | • Courtesy |
| • Responsibility | • Acceptance / Understanding | • Forgiveness |

Positive Recognition and Reward Systems

Our positive approach to supporting children in managing behaviour focuses on praise and other rewards to reinforce good behaviour and promote self-esteem. We believe this leads to success at school. We have a number of reward systems to promote good behaviour and learning:

- **House Teams and points:** All children are placed into one of four teams: Purple, Red, Blue and Green. Children can earn house points for a variety of reasons which may include, good behaviour, manners, effort and excellent work. House points are displayed in every class with the total announced in our weekly celebration assembly each Friday.
- **Celebration Assemblies:** These are held every Friday with parents invited in if their child has been chosen as a Star of the Week or if they are having another achievement celebrated.
- **Star of the Week:** Class teachers choose two stars from their class every week. Letters are sent home every Friday with parents invited to the following week's celebration assembly. Children's photos are displayed in the school hall for the whole week and they are awarded a certificate.
- **Golden Book:** Every class has a special Golden Book which staff use to record children who they have spotted in school using their values or good manners. The Golden Books are read out during our weekly celebration assembly by the class teacher.
- **Home Reading:** Children who meet their weekly home reading target have their photo displayed on their classroom door. Reading records are reviewed and displays updated every Thursday.
- **Positive Postcards:** Staff send home postcards weekly celebrating children's achievements.
- **Marble in the jar:** When the class earns ten marbles, they earn a whole class reward.
- Children who produce particularly good work may be sent to **show it to another member of staff.**
- Children are encouraged to bring into school certificates and other awards they have earned for activities outside school to show in assembly so everyone can celebrate their achievements.

Expectations

Our expectations are displayed prominently around school and shared with the children on a regular basis in class and assemblies.

- ✓ We respect others and accept differences.
- ✓ We are polite and courteous to others.
- ✓ We always work hard and try our best.
- ✓ We are responsible, honest and trustworthy.
- ✓ We are gentle, kind and helpful.
- ✓ We look after property and resources.

Restorative Practice

The school embraces Restorative Practices as a means of empowering staff to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspiring, motivated and responsible pupils.

Restorative practices constitute an innovative approach to offending and inappropriate behaviour, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. This approach fosters awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

Through a restorative practice approach we will:

- Improve behaviour and attitudes.
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm.
- Establish rights and responsibilities.
- Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.

Pupil support systems

Staff work hard to develop an environment in which children feel safe and protected. We teach them to speak to trusted adults if others treat them in a way that hurts them, makes them feel unhappy or uncomfortable. We also work hard to create a culture in which children know that their concerns are taken seriously and will be addressed, with their involvement until they are resolved. Our Jigsaw Room, which is manned by a senior member of staff, is available at lunchtimes for children who may have friendship difficulties or for children who have struggled to behave appropriately.

Support is provided to children who show challenging behaviour. Support and advice will be sought through the Inclusion Leader and / or SENDCo from: specialist teachers, Educational Psychologist, medical practitioners and others depending on identified needs. We monitor incidents of unacceptable behaviour carefully and establish additional support strategies for those behaviours staff find most challenging. When a child is identified with acute needs, we liaise with external agencies and plan support programmes for that child. We work with parents to create the plan and review it on a regular basis.

Liaison with parents

We recognise that ongoing communication with parents is important. Parents will be contacted when we have concerns about behaviour at an early stage so that we can work together to support their child. Children who are persistently involved in low level disruptive behaviour, will be invited into school to plan the best way forward with their class teacher, Headteacher / Deputy Headteacher and SENDCo as appropriate. This may involve a personalised behaviour plan being implemented and support being accessed from other agencies.

Parents who experience challenging behaviour at home are encouraged to share their concerns with school by arranging to meet with the class teacher in the first instance. Parents views are sought when the Behaviour Policy is reviewed and through the annual parental survey.

Home School Agreements

Expectations of behaviour are detailed in our Home School Agreement which parents sign when their child joins in Reception and again when they join key stage 2. The agreement also includes consent for photos, local visits and other activities.

Unacceptable Behaviour

As well as rewards for positive behaviour, it is important that we deal with any unacceptable behaviour in a clear and consistent way. Staff must deal with situations they encounter, so that they establish and develop their own expectations and relationships with children. If one child is behaving poorly in class and distracting others, or is constantly taking up teacher time with poor behaviour choices, then the learning environment suffers. The classroom is a place for learning and it is important that we ensure that is how it is seen by all children.

Sanctions

When poor behaviour is identified, sanctions are implemented consistently and fairly. We have clear sanctions for those who do not comply with our expectations, which may include:

- Extra work or repeating unsatisfactory work until it meets the required standard.
- Working in another class or area in school.
- Loss of privileges, which may include responsibilities, non-uniform day or school visits.
- Litter picking, weeding or clearing the hall after meals.
- Regular reporting to designated staff members to reflect on behaviour and learning.
- Internal isolation – child works away from the class.
- Parents asked in school to meet with their child a member of staff or to take them home.
- In more extreme cases we may use temporary or permanent exclusions (see Exclusions section).

Although persistent or serious misbehaviour needs recording, every child must feel that every lesson is a fresh start; however, sanctions may occur over several days.

Exclusion

Ultimately, the Headteacher can take a decision to exclude a pupil from the school for a fixed period of days or permanently:

- In response to serious breaches of the behaviour policy; and
- Where allowing the child to remain in school would seriously harm the education and welfare of others in the school.

At Mossgate Primary School, we follow the Lancashire County Council guidance and process for exclusions which are based on a legal framework. Schools are under a duty of care to provide suitable full-time education for an excluded pupil from the sixth day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours with the first five school days of any exclusion. Failure to do so may result in a penalty sanction being issued.

Following a fixed period exclusion, parents are expected to attend a reintegration meeting at school. Support is provided to ensure a good understanding of what has happened and how it could have been avoided, so that reintegration into school is smooth and measures are in place to support the child. Additional information can be found here: <http://www.lancashire.gov.uk/children-education-families/schools/exclusions-from-school.aspx>

Misbehaviour Outside of School

Schools have the power to discipline pupils for misbehaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The school will respond to these incidents if a child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform (or in some other way identifiable as a pupil at the school)

In all of these circumstances the Headteacher will use the school's discipline policy and also consider whether it is appropriate to notify the police of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

Through our Online Safety Curriculum, we teach children about the importance of personal information and how to use devices safely, securely and responsibly. When children make poor choices online, we will investigate and take action if this negatively impacts on behaviour or learning in school.

Serious Incidents

Serious incidents may include: racist incidents, being physical to others, threatening behaviour, theft, discriminatory behaviour, rude or offensive language and behaviour, leaving the premises, being rude to other adults (e.g. arguing with staff, muttering under breath, answering back, rolling of eyes, tutting etc), vandalising equipment or property, bullying and false allegations against staff. We acknowledge that the sanction will depend upon the severity of the incident and the circumstances. This will be determined by either the Headteacher or Deputy Headteachers following an investigation and discussion with other staff. When appropriate, parents will be informed about the incident and the sanction.

In cases of severe disruption, the child will be sent immediately to either the Headteacher or Deputy Headteacher and parents will be asked to come into school to discuss the matter. On very rare occasions it may prove necessary for members of staff to use reasonable force to control a pupil who may otherwise be in danger of hurting him or herself or others.

Confiscation of Inappropriate Items

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected from liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.

School staff can search a pupil for any item with their consent. The Headteacher, and staff authorised by the Headteacher, have a statutory power to search for and confiscate, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item which includes:

- Mobile phone
- Weapons or knives
- Alcohol, illegal drugs or medicines
- Stolen items
- Tobacco and cigarette papers
- Pornographic items
- Fireworks
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school

Weapons and knives and extreme or child pornography will always be handed over to the police, otherwise it is for the Headteacher / Deputy Headteacher to decide if and when to return a confiscated item to the pupil's parents, or whether to dispose of it.

Power to use reasonable force

All members of school staff have a legal power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Parents will be contacted following a serious incident involving the use of reasonable force.

We follow the Department for Education guidance: ['Use of reasonable force: Advice for headteachers, staff and governing bodies'](#) (July 2013). The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used to either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. In a school, reasonable force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples:

- Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

The use of reasonable force at Mossgate Primary School is monitored in order to help staff learn from experience, promote the wellbeing of the pupil in our care, and provide a basis for appropriate support. Monitoring also helps us to determine what specialist help may be needed for the pupil. Issues are reported at staff meetings and to the governors as necessary.

Criminal law

Some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement from the Headteacher.

Staff Development and Support

Staff are provided with regular training and advice and are able to identify particular training needs through their appraisals and the school's annual self-evaluation process.

Monitoring and Review

Monitoring is the responsibility of the Headteacher, Governors (through the School Improvement Committee) and senior leader with responsibility for behaviour. Staff, parents and pupils have been consulted. The policy will be reviewed annually.

The school is aware of our legal duties under the Equality Act 2010, to promote equality of opportunity and to reduce discrimination.

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| Reviewed by the Subject Leader: Summer 2019 | Approved by Governors: Summer 2019 | Next review date: Summer 2020 |
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This policy has been written in accordance to recent government advice, publications and law:

- Behaviour and discipline in school: Advice for Headteachers and school staff (January 2016)
- Use of reasonable force: Advice for Headteacher, staff and governing bodies (July 2013)
- Getting the simple things right: Charlie Taylor's behaviour checklist (2011)
- Searching, screening and confiscation: Advice for Headteacher, school staff and governing bodies (January 2018)
- Section 89 of the Education and Inspections Act 2006

In addition, we have followed advice produced by:

- 'Improving Behaviour in Schools' Education Endowment Foundation (June 2019)
- 'Behaviour Policy Advice for Schools' Lancashire County Council (September 2018)
- 'Creating a Culture: How School Leaders Can Optimise Behaviour' Tom Bennett (March 2017)