



Mayfield Primary School

Behaviour Policy

Statement of Principles

Our motto is 'Valuing Every Achievement' and this is at the heart of everything we do.

Our mission is to ensure that all individuals are equally valued within a caring, happy and safe environment, where everyone works to their full potential.

At Mayfield School we aim to provide the highest possible standards of education for all our children by:

- providing a broad and balanced curriculum for all our children and to strive for excellence so that each child can progress towards the realisation of his / her full potential, regardless of age, cultural background, disability, gender, race or religious belief.
- providing a challenging, interesting and stimulating environment.
- recognising that parents are the prime educators and by encouraging a close partnership between home and school.
- promoting a respect and understanding for the cultural and religious principles of others.
- aiming to develop self-confidence in all our children and a respect for others by fostering positive relationships and values acceptable to the community.
- assisting all our children in developing skills and interests to enable them to have a positive approach to leisure time, both in and out of school and the future.
- regularly monitoring our performance in order to raise standards.
- working in partnership with the local community and industry to deepen an understanding of the wider world.

Our commitment to teaching the children to be respectful of other people and how to live and work together as a team is seen in our Mayfield ABC:

A - Achieve
B – Behave
C - Care

Aims of this policy:

- 1 To create an environment which encourages and reinforces good behaviour
- 2 To define acceptable standards of behaviour
- 3 To create a consistency of response to both positive and negative behaviour
- 4 To promote self-esteem, self-discipline and positive relationships

Context

This policy should be read in conjunction with those policies listed below:

Health and Safety Policy

Safeguarding policy

Attendance policy

Single equalities policy

Teaching and Learning Policy

Anti-Bullying Policy
Home-school Agreement
Special Educational Needs Policy

Adult Roles and Responsibilities

All the adults working in school have a responsibility to model high standards of behaviour, both in their dealings with children and with each other, as their example has an important influence on the children.

As adults we aim to:

- 1 Create a positive climate
- 2 Build relationships with the children we work with
- 3 Treat everyone fairly
- 4 Model the standards of courtesy expected from pupils
- 5 Show the children that the staff team work together and support each other

Every adult working in school shares the responsibility for promoting good behaviour and dealing with inappropriate behaviour.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning and teaching contribute to good behaviour. Through well planned lessons, which meet pupils' needs and involve them in active learning we can avoid the boredom and disaffection which can lie at the root of poor behaviour.

The Learning Environment

The classroom environment gives clear messages to the children about our expectations. Relationships between staff and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be accessible during the lesson to reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. The school and classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Praise should be used to encourage good behaviours as well as good work. Criticism should be delivered in a non-threatening way.

Our whole school environment should be one in which all pupils feel valued, safe and are treated fairly.

The Playground Environment

Lunchtime staff organise activities to keep the children occupied. Equipment will be provided for the children to play with. Children need to be active and so it is our policy that children will play outside in most weather conditions. Only in the event of heavy rain or other unsuitable weather conditions will they come inside. Each classroom should be equipped with play activities for when children need to stay inside.

Code of Conduct

We expect to see:

- every child working well in class and being helpful, polite and kind
- every child behaving sensibly on the playground and playing without hurting or disturbing others

Each class made suggestions regarding our School Rules. These were then discussed and collated by the School Council. The following are our School Rules:

- Share and care
- Always try your best
- Be polite and respectful
- Be responsible for your actions
- Move through school sensibly and quietly

Our rules are intended to make it clear to children how they should behave.

They:

- 1 are positive, short and few in number
- 2 have a clear rationale that is explained to everyone
- 3 are consistently applied and enforced
- 4 promote the idea that every member of the school community has responsibilities
- 5 are displayed in each classroom and in shared areas

Class Rules

These are negotiated with the children at the beginning of the school year. They are based on the school rules but the language may be altered as appropriate to the age of the children. Older classes may decide to use the school rules as they are but discuss what sort of behaviour will be seen if the rules are followed. They are displayed in the classroom and referred to frequently.

Rewards

Our emphasis is on rewards to encourage good behaviour as they help children to see that good behaviour is valued. The commonest reward is praise; good behaviour as well as good work should be praised. (See annex 1 for current reward systems)

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to show that unacceptable behaviour will not be tolerated. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in the future. Sanctions must be consistently applied by all staff.

The use of punishment should be characterised by the following features:

- 1 The school's agreed structure for sanctions should be applied consistently by all staff (see annex 2)
- 2 It must be clear why the sanction is being applied
- 3 It must be made clear what changes in behaviour are required to avoid future punishment
- 4 Group punishment should not be used as it breeds resentment

- 5 There should be a clear distinction between minor and major offences
- 6 It should be the behaviour rather than the person that is punished
- 7 Punishments that “fit the crime” are often most effective. E.g. Time wasting in class and work not finished – work to be finished at lunchtime, behaviour that has hurt another child – write a sorry letter.

SANCTIONS: Conduct outside the school gates

Where behaviour is inappropriate when a pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school.

Or where the above does not apply but the inappropriate behaviour:

- 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.

The same principles and sanctions that are outlined for the management of behaviour in school will be applied in accordance with the severity of the behaviour.

Children with SEMH (Social, emotional and mental health) needs

It should be remembered that there can be many reasons why children display inappropriate behaviour. Getting to know the children you work with will help you to manage their behaviour. Children whose behaviour does not improve in response to the strategies described in this policy should be referred to the SENDco who will advise on specific behaviour modification strategies. Teachers must take into account whether a child is on the SEN Register when they are dealing with behaviour incidents and modify their response accordingly. Children with behaviour difficulties may not necessarily be on the SEN Register.

Criminal Law

It is important to bear in mind that 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 of the Headteacher.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. 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 against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item and the behaviour policy should set this out.
2. Power to search without consent for 'prohibited items' including:
 - a. Knives and weapons

- b. Alcohol
- c. Illegal drugs
- d. Stolen items
- e. Tobacco and cigarette papers
- f. Pornographic images
- g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

Power to use reasonable force

In our school we do **not** have a “no contact” policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

School staff have a legal power to use reasonable force, as a last resort. Force is usually used either to control or restrain but never as a punishment. Further guidance on this can be found in Annex 5.

Roles and Responsibilities

The governing body is responsible for setting the general principles that inform this behaviour policy. The governing body does this in consultation with the Headteacher, school staff, parents and pupils. The governing body is aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

The Headteacher is responsible for developing this behaviour policy. The Headteacher decides the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour.

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. It is essential that disciplinary penalties are recorded on CPOMS so that a full record of a child's behaviour can be accessed for discussion with parents or referral to other agencies

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education. Parents have a clear role in making sure their child is well behaved at school. 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 within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction. Parents must also ensure that their child attends the suitable full-time education provided by the school governing body or the local authority from the sixth day of any exclusion. Parents are expected to attend a reintegration interview following any fixed period exclusion from school.

School Support Systems

Systems are in place for supporting pupils who display repeated disruptive behaviour and do

not respond to our usual rewards and sanctions. The needs of these pupils are managed by the SENDCO who provides advice and support to the pupil, staff and parents. Some of these pupils may need additional support from a teaching assistant, school learning and behavior mentor or counselor. The school also has access to additional advice from specialist teachers and educational psychologists. A pupil may be referred for a multi-agency assessment. In extreme circumstances a short stay placement at a specialist setting may be sought.

Consultation, monitoring and evaluation

The headteacher monitors the effectiveness of this policy on a regular basis. The headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide for Schools*, and that no child is treated unfairly because of race or ethnic background. The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Complaints Procedure

This section should be read in conjunction with the school's complaint procedure. A full copy is available from the school office.

In respect of this particularly policy it should be noted that:

- 1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 2) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- 3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- 4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought. Date of ratification by Governing Body: Date of review: 9
- 5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- 6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- 7) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- 8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff

Annex 1

Strategies to Reward Good Work and Behaviour

Staff should take every opportunity to reward and praise good and improved behaviour. We should constantly be on the look out to catch children being good. In its simplest form this will be a smile and words of praise. The school also has a more formal system of rewards. It is important to recognise those children who are “good all the time” as well as those who are trying to improve their behaviour.

In the Classroom

Each teacher should adopt a system for rewarding good behaviour, work, manners, kindness etc. in class, around school and on the playground. This should be appropriate to the age of the pupils. In addition to your classroom system, children should be awarded team points for our whole school reward system.

Whole School

- All the children belong to a team – Oak, Elm, Pine, Willow – and team points are collected each Friday to be announced in our Celebration Assembly on a Monday morning.
- Two children from each class are awarded a Merit Certificate at the Friday assembly for good work, manners, behavior and observing the value of the week.
- The children also bring along certificates and trophies for achievements outside school.
- We distribute merits to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.

Annex 2

Strategies for dealing with inappropriate behaviour

Hierarchy of Sanctions

The following hierarchy of sanctions should be used for low level disruptive behaviour. (Child disturbing the teaching session or dining room by not following the classroom/lunchtime behaviour code, or playing inappropriately on the playground) It is important that these sanctions are carried out in a calm manner.

Each class should have its own set of ‘traffic lights’ with moveable children’s names. Staff should employ the following strategies in the **classroom** or when working with groups:

1. Make the child aware that you have noticed their behaviour
 - make eye contact
 - Verbal warning
 - name the child
 - remind the child of what they should be doing
2. A second warning (this can be verbal or non verbal)
 - ask the child to move their name to amber

3. A third warning = move name to red and lose 5 minutes of the next playtime (put child's name on the board)
4. A fourth warning + a tick = 10 minutes
5. A fifth warning = another tick = 15 minutes
6. After this it may be necessary to give a time out in another classroom. Record the child's name, the date and incident in CPOMS

N.B. *It is the responsibility of the teacher or HLTA giving the sanction to carry implement it. For example keeping a pupil in at playtime. If the teacher is on playground duty the child will have their 5 minutes time out on the playground.*

Staff should employ the following strategies in **PE lessons, playtimes and lunchtimes**:

1. Verbal warning
 - name the child
 - remind the child of what they should be doing or why their behaviour is unacceptable
2. With a second warning
 - the child should be given 5 minutes time out (stand by the wall) and so on
3. Should the behaviour persist once the child is allowed to join in again the child should be given more time out and the behaviour recorded in CPOMS.

The class teacher should always inform parents if a child has been kept in at playtime or is in the thinking room at lunchtime. This may be by speaking to them at the end of the school day or by telephoning them.

Letter 1 - After three visits to the thinking room in a half a term letter 1 from the class teacher to the parents should be sent. The letter should be sent by post or handed to the parent by a member of staff. A copy of the letter should be sent to the office for inclusion in the child's pupil record file. The date the letter was sent should be recorded in CPOMS.

Letter 2 - Following letter 1 if the child shows no improvement and their name continues to appear in CPOMS letter 2 from the phase leaders should be sent to the parents and a behaviour contract drawn up. The letter should be sent by post or handed to the parent by a member of staff. A copy of the letter should be sent to the office for inclusion in the child's pupil record file. The date the letter was sent should be recorded in CPOMS.

Letter 3 - Following letter 2 if the child shows no improvement and their name continues to appear in CPOMS letter 3 will be sent to the parents by the Deputy Headteacher. The child will be placed on internal exclusion and a new behaviour contract drawn up. The letter should be sent by post or handed to the parent by a member of staff. A copy of the letter should be sent to the office for inclusion in the child's pupil record file. The date the letter was sent should be recorded in CPOMS.

If a child is on the SEND Register for any reason the SENDCO should be alerted before any letter is sent home. She will provide advice about the appropriate action. A social / behaviour target may be added to the child's Pupil Passport.

Serious inappropriate behaviour should bypass the hierarchy of sanctions. It must always be reported to a senior member of staff as soon as it has happened. The senior member of staff will decide on an appropriate action. Parents must always be informed on the day of the incident.

(See section below **Serious inappropriate behaviour**)

Ignore, Praise, Reward

This is an effective strategy for dealing with disruptive attention seeking behaviour. You can make the child aware that you have seen the behaviour by praising and/or rewarding other children for doing the right thing. (If we react to the attention needy behaviour the child has got what he/she desires and will behave in the same way again.)

Time Out

This may be in the same room or in another classroom. The child should sit or stand alone for 5 minutes to cool off or have "thinking time". You might have a time out chair or thinking chair in your classroom. Children should never be left unsupervised.

Recording Incidents of poor behaviour

It is the responsibility of all staff to record incidents on CPOMS. Another member of staff who may be responsible for the class or a group of children from the class should if the need arises make an entry. If this happens the class teacher should follow up this entry with the child. This makes the children aware that their behaviour needs to change and it serves as a record for if it becomes necessary to involve parents and senior staff. CPOMS will be monitored by members of the Senior Leadership team.

Lunchtime Thinking Room

This takes the form of a 30 minute exclusion from playing and socialising with the other children at lunchtime. The child spends the detention in a classroom supervised by a member of SLT. There is a rota for supervising these children. There is a central school detention log to record names to go into detention. This is kept in the office. Class teachers should keep a record of any detentions in CPOMS. Staff need to inform a member of the SLT on the day of incident, and parents must be informed by the class teacher of the sanction, so they can be placed in the thinking room the following day. In the case of a serious incident, parents should be informed at the time of the incident whenever possible, and can be placed in the thinking room on the same day.

Serious inappropriate behaviour

This should always be reported to a member of the SLT once it has been dealt with by the senior lunchtime supervisor, teacher on duty, or class teacher, and recorded on CPOMS

The following are some examples of the sort of behaviour in this category:

- 1 Racist or homophobic remark
- 2 Suspected Bullying (see annex 3 Anti Bullying Policy)
- 3 Aggressive Fighting (causing injury to a child)
- 4 Refusing to do as requested by a member of staff
- 5 Violent and offensive language
- 6 Verbally abusing staff
- 7 Physically abusing staff
- 8 Leaving the classroom/playground without permission
- 9 Deliberate destruction of or defacing of property, furniture or buildings
- 10 Use of sexualised language (verbal or other)
- 11 Malicious allegations against members of staff.

The SLT will decide upon an appropriate course of action. A decision will be made based on information CPOMS about previous behaviour. One off offenders may be treated more

leniently than persistent offenders. The course of action may be to ask the class teacher to send out one of the behaviour letters if the child has not had a letter during this school year. Restorative approaches should also be considered as well as deciding on an appropriate sanction.

Internal Exclusion

The school provides internal exclusion as a last resort before excluding a child from school. A child may be excluded from class for up to three days. Only the Headteacher or Deputy Headteacher may put a child in internal exclusion.

Exclusion

Children who persistently fail to conform to acceptable standards of behaviour will face a fixed period exclusion at lunchtime or for the whole day. Our ultimate sanction is to permanently exclude a child from school.

Annex 3

Anti-Bullying Strategy

Anti social behaviour, which includes all forms of bullying, is not tolerated.

The Role of Staff

Staff are constantly watching for signs of bullying. They are very much aware that bullying is not simply physical attacks, but includes name calling, exclusion from peer groups, comments about family, clothes or appearance and damaging property.

They will watch for:

- 1 early signs of distress in pupils;
- 2 deterioration of work;
- 3 spurious illness;
- 4 isolation;
- 5 the desire to remain with adults;
- 6 erratic attendance.

They listen carefully to anything that a child wishes to confide, take it seriously, and follow this up appropriately.

Staff are aware that they need to examine their own behaviour to make sure that they are not bullying pupils.

In order to minimise incidents of bullying:

- 1 all staff are aware of the school rules and are consistent in their implementation;
- 2 pupils are encouraged to report incidents of bullying and not to join in or stand idly by;
- 3 parents are encouraged to come into school and inform us of anything which is worrying their child;

- 4 Children are taught to recognise bullying and learn techniques to help them to deal with such incidents through planned PSHE lessons, circle time, modelling and incidental conversations;
- 5 pupils are supervised by school staff during playtime, lunchtime, and at the beginning and end of the school day;

Dealing with incidents of bullying

All cases of bullying behaviour are recorded in the class behaviour record and reported to the learning mentor who will then inform a member of the school's senior management team. (Headteacher, Deputy Headteacher, SENDCO)

Parents are informed as and when necessary.

Children who bully are made aware of the unacceptable nature of their behaviour and the consequences of any repetition.

Children who have bullied others will:

- 1 make an apology to the bullied person;
- 2 do something to improve things for the bullied person;
- 3 Talk to a member of staff about reasons for behaviour and possible ways of overcoming the situation:
- 4 be punished in accordance with the school's sanctions policy

We do not see our responsibilities ending at the school gate and will get involved in incidents which occur on the way to and from school where they impact on behaviour in school.

Annex 4

The Use of Reasonable Force

What is reasonable force?

- 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 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 in the circumstances' means using no more force than is needed.
- Schools generally use force to control pupils and to restrain them.
 - 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
 - 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are

fighting and refuse to separate without physical intervention.

- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- In a school, 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 of situations where reasonable force can and cannot be used. Schools can use reasonable force to:
 - 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 to stop a fight in the playground; and
 - restrain a pupil at risk of harming themselves through physical outbursts. involved,