



MICKLE TRAFFORD VILLAGE SCHOOL

BEHAVIOUR POLICY

Date of policy	Sept 2019
Date for Review	Sept 2022
Signed Headteacher	
Signed Chair of Governors	N/A
Date policy approved by School Governing Body:	Emailed to gobs shared with Staff 5.9.19

We care, we learn, we belong

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
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- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- **Voyeurism (Offences) Act 2019**

Philosophy

Mickle Trafford Village School believes that pupils have a right to be taught and teachers the right to teach, that good behaviour should be rewarded and sanctions imposed when behaviour is not appropriate. Our behaviour policy aims to ensure all children are treated equally and fairly. We set clear behaviour expectations, that embody high expectations from all, conveyed consistently throughout the whole school community. We have a clear system of rewards and sanctions and an accountability system that sets expectations for all staff, parents and pupils to play their part as much as they are able; aimed at all times to the mutual benefit of every member of the school community.

Our school motto is 'We care, we learn, we belong'. It has been deliberately chosen to reflect the vision of our school community and is easy enough to be remembered and understood by all. We use it regularly to praise the children for their positive actions which help to promote this statement and also to remind them, when necessary, of what is expected of them. Cards reflecting the motto, are placed around school to identify areas where 'we care, we learn, we belong' can be identified through events and actions. We work together to create a culture where calm, dignity and structure encompass every space and activity.

Management and Administration

Our school rules are:-

1. Listen and follow instructions
2. Always allow others to learn and play
3. Be kind and polite.
4. Do not touch other people's property without permission
5. Walk calmly around school
6. Always play safely.

In support of Unicef's Rights Respecting School we have class charters rather than class rules. The children are encouraged to think about and agree on the most important articles from Unicef's Conventions of the Rights of the Child and these are displayed in their classrooms. The children are also helped to recognise that with every right comes a responsibility e.g. if they agree that everyone has a right to play then they all have the responsibility to include people in their games and to play by the rules.

We believe strongly in rewarding positive behaviour and this is done in four ways: as individuals, as groups, as a class and also as a school, most commonly and importantly by praise. It is the responsibility of all adults to act as role models to our children – teaching them the importance of manners and considerate and respectful behaviour towards one another and demonstrating wherever possible how this looks in practice.

Individual rewards/ motivators

1. Positive praise.
2. In EYFS and KS1 pebbles are awarded to groups and individuals for their behaviour and work. In KS2, through the use of Dojo's the emphasis is more focused on individual and whole class rewards.
3. Positive green cards can be awarded for an individual working beyond what is expected. These are traded for Dojo points at the end of the session.
4. Certificates are presented in the weekly celebration assembly rewarding an outstanding/noticeable act. This could be for behaviour or an academic achievement.
5. Any staff member can give or take Dojo points or pebbles.
6. Hot Chocolate Friday – this reward is given to children who are seen to go above and beyond – they do more than is expected.
7. Golden table – children are selected by the MDAs for excellent behaviour during lunchtime. They may then go into lunch early on Mondays, with a friend, and join a member of staff on the golden table

Class rewards and motivators

1. Some classes use Dojo points to motivate the children and a small reward is given at the end of each week to the winning group, e.g. -A show box to take home
2. Children collect Dojo points as a class. When a given, age related target is reached, a chosen treat is given which is chosen by the class e.g. making snacks, watching a DVD, an extra PE session, Art etc. A class reward is usually earned once or twice a term.

Whole school rewards/motivators

Key Stage 2 has Class Dojo available to view on the Interactive White Board so positive and 'needs work' points can be awarded. During sessions, playtime or assembly children who are not doing what is expected can receive an amber card. This card can be taken back at the end of the session if the individual has rectified what they are doing and taken responsibility for their actions. Children are discouraged from making bad choices. By allowing them to earn the amber card back, it demonstrates an immediate awareness of which behaviour is unacceptable and an understanding of how to change it. Starting afresh each session, they are helped to understand that everybody is given a chance and that forgiveness is an important element for our school community.

Sanctions

Children will be given a three strike rule in each session. If a child is not following our school behaviour policy, they will be first given a verbal warning. If this continues, they will be given a 'Think' card. The 'Think' card can be taken away if the behaviour improves. If the behaviour persists, the child will be given an amber card and 5 minutes of playtime will be missed. In KS2, children will be awarded a 'Needs Work' Dojo. If this amounts to 3 amber cards in a day, they will be taken to Mrs Lyon to discuss their behaviour.

For a small minority of pupils it will be necessary to impose further sanctions such as losing privileges e.g. not taking part in a preferred activity – representing the school in sport, attending an after school club etc. For some cases this sanction could mean working outside the

classroom environment for a set time - these consequences follow the *School discipline & exclusions guidance* Oct 2016 gov.uk.

It will always be explained to the child that it is the behaviour we are trying to change NOT the person. Discussions will also take place to show the child that we recognise what they do well so that they can see that we value the more positive aspects of their character. When an incident has been dealt with it is then closed and not referred to again – we want our children to understand that we forgive their mistakes.

On some occasions it is necessary to introduce an individual programme to try and address poor behaviour. Children are given a *positive behaviour plan* specific to their behaviour needs. This is written in consultation with the child and class teacher. Once written, parents will be informed so that they too may help in encouraging a child to address the aspects of their behaviour which are causing a problem. This card will highlight what improvements are expected – e.g. listening to instructions, not calling out and the sanctions and rewards that will follow dependent upon how the child chooses to behave. Once set up it will be signed by an adult member of staff who has been teaching or supervising a child i.e. teacher, sports coach or midday assistant to record observations of behaviour. It is not expected that a child will remain on a card for an extended period of time, the intention is to give the child a short term goal and allow them to see that they can change the way they behave when they try and the effects their poor choices can have on themselves and those around them.

If, on the very rare occasion, such a system does not lead to improved behaviour then an Individual Care Plan/SEND profile will be completed according to council guidelines, and where possible in consultation with the Behaviour Support Team. This is written in consultation with the child, parents, Head and class teacher. These are reviewed every 6 weeks. Children are removed from these behaviour plans at the Head's discretion.

In extreme circumstances, where the safety and well being of the school community is compromised, then the Head teacher can resort to excluding a pupil from school for a period of time. In most cases this will only be used when all other strategies mentioned in this policy have been put in place. If a child is to be excluded from school then the Head Teacher (or deputy in her absence) will follow the guidelines as laid down by the LA.

Adult roles

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rights and class charter are enforced in their class, shared parents as part of the annual home school agreement, and that their class behaves in a responsible manner all of the time.

The class teacher and teaching assistants have the responsibility of rewarding learning behaviours and recording any incidents of serious misbehaviour. The class teachers in our school have the highest expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, showing respect and understanding, and enforces the behaviour policy consistently.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Home / School Agreement

All children, parents and the headteacher sign a home/school agreement which fits in line with the behaviour and discipline policy highlighting a support network and agreed set of goals that we are all working towards.

Monitoring

All staff monitor 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, make recommendations for further improvements.

Any child found to be consistently refusing to follow this policy will be provided with a Personal Behaviour Plan (PBP) as well as a case study to identify specific triggers and targets. This plan will be developed during a meeting with the child, Teaching assistants Class Teacher, SLT and Parents/Carers.

The school uses an online system, Edaware, to record incidents of misbehaviour