



MICKLE TRAFFORD VILLAGE
SCHOOL

BEHAVIOUR
RELATIONSHIP POLICY

Date of policy	September 2023
Date for Review	September 2024
Signed Headteacher	
Signed Chair of Governors	
Date policy approved by School Governing Body:	8.11.2023

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
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- 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 restorative consequences utilised when behaviour does not meet agreed expectations. 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 consequences 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'. 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.

These rules are not displayed in school but are embedded using a class charter and through the words of our motto, e.g. remember we walk in school because we care about everyone and if we ran in school we may hurt others and ourselves, remember we have the right to learn and responsibility not to disrupt others, so we all need to listen.

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.

Rewards and motivators

1. Positive verbal praise.
2. In **EYFS and KS1** pebbles are awarded to groups and individuals for their behaviour and work. In Year 2, table points are rewarded and 'Show Boxes to take home', are given weekly for the highest points. When pebble pots are full, EYFS and KS1 classes are given a treat chosen by the children with guidance from the teacher to make these meaningful experiences. e.g. making snacks, an extra PE session, Art etc. A class reward is usually earned once or twice a term.
3. In **KS2**, through the use of Dojos, the emphasis is more focused on a whole class team approach. The KS2 class who has achieved the most points by Friday PM receive an extra 10 minute golden time break on Monday afternoon.
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 Dojo points or pebbles.
6. Hot Chocolate Monday– 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 SLT, in collaboration with MDA's and coaches, for excellent behaviour during lunchtime. They may then go into lunch early, with a friend, and join a member of staff on the golden table.

Restorative consequences /Sanctions

The primary aim is to ensure that every unique child feels heard, understood, supported, safe and is equipped to reach their full potential.

Should a child struggle to meet our clear behaviour expectations and display inappropriate behaviours we will support the child to restore their behaviour and move forward positively, taking into account all those affected by the behaviour.

In the first instance, the child will be given a discreet verbal reminder that their behaviour is not meeting the agreed expectations and they will be prompted to repair their behaviour. Should the unexpected behaviour continue, the child will receive a four coloured 'think card'. This card is intended to serve as a further reminder that they would likely benefit from visiting their Zones Toolkit in order to self-regulate. The card will stay with the child until they feel comfortable with their level of regulation and able to move forward with the expected behaviours. The 'think card' may be taken away by a member of staff upon noting the child's progress or the child may return it to class staff when they feel ready to do so.

We recognise that every child and every circumstance is unique; therefore, the level response will also be unique. It may be necessary to stay in at the end of a session with a member of classroom staff to talk through the situation, reflect and restore. It may be necessary for a member of the SLT to become directly involved and consequences imposed (these consequences follow the *School discipline & exclusions guidance* Oct 2016 gov.uk) Serious or ongoing incidents will be logged on EdAware and the child's parents/carers informed.

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 and they can move forward from their mistakes.

On some occasions it is necessary to introduce an individual programme to try and support behaviour. Children are given a *positive behaviour plan* specific to their behaviour needs. This is written in consultation with the child, parent and class teacher. Once written, parents will be given a copy so that they too may help in encouraging a child to address the aspects of their behaviour which are causing concern. This plan will highlight what improvements are expected – e.g. listening to instructions, not calling out and the sanctions and rewards that will follow depending 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 programme 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.

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 rules and class charter are enforced in their class, shared with 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 support 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

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 is hard at the beginning of the year.

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, makes 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.

Wellbeing Ambassadors

The school now has a team of children who support the behaviour policy in their class and around school. Each term, two Wellbeing Ambassadors are selected from Yr2-Yr6 as being excellent role models to their peers. They have half-termly meetings with a member of staff to discuss their role and offer any suggestions as to how they can help to improve behaviour in class or around the school generally. They will ensure that everyone is being treated fairly, they will help at playtimes and lunchtimes to ensure systems already in place run smoothly, they will look out for people who are standing out as good examples of exemplary behaviour and let their teacher know.