

Mulbarton Primary School



Behaviour Policy

The aims of this policy:

Mulbarton Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining unacceptable behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils and all stakeholders in the implementation of Mulbarton Primary School's behaviour policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

The purpose of this policy is to provide more detailed guidance for staff, pupils and parents, in order to establish and maintain a caring community atmosphere in school, which is a prerequisite for the achievement of these aims. We believe discipline should be viewed in positive terms and prefer to emphasise and encourage good behaviour through guidance, encouragement and rewards, rather than focussing heavily on punishments or sanctions.

Please refer also to the Norfolk advice on positive behaviour strategies after lockdown.

Signed by:

Bev Theobald

Head Teacher

Date: April 2021

Kevin Holland

Chair of Governors

Date: April 2021

1. Key roles and responsibilities

- 1.1. The Head Teacher has overall responsibility for the implementation of this policy and the procedures at Mulbarton Primary School.
- 1.2. The Head Teacher has responsibility for handling complaints regarding this policy, as outlined in the Mulbarton Primary School's Complaints Policy.
- 1.3. Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 1.4. Staff, including teachers, support staff and volunteers, will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing this policy.
- 1.5. Parents/carers will be expected to take responsibility for the behaviour of their children inside and outside of school.
- 1.6. Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- 1.7. Everyone should take responsibility to ensure that good behaviour is maintained.
- 1.8. Class teachers should ensure that their class knows and understands the rules.
- 1.9. All pupils need to know that they are responsible for the way in which they behave, and should be helped to accept that responsibility.

Whole school rules

The whole school follows the following three rules:

1. Always try to do your best
2. Be kind
3. Do as you are asked by an adult

Children will need these rules expanding on relative to their age and understanding.

Each class may have a charter which reflects these fundamental rules.

All discussions about behaviour must centre around these three rules.

Eg; was that behaviour kind? Did you do what the adult asked?

2. Training of staff

- 2.1. At Mulbarton Primary School, we recognise that early intervention can prevent unacceptable behaviour. As such, staff will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime. All staff have received Norfolk STEP ON training, which is refreshed every two years.
- 2.2. Teachers and support staff will receive regular and ongoing training as part of their continuous professional development.

3. Pupil expectations

- 3.1. The school will ensure that pupils follow our school rules by teaching them how to behave sensibly, such as how to:
 - Encourage Terrific Transitions: Legendary Lines and Wonderful Walking when entering or leaving the classroom or moving around school premises.
 - Sit appropriately on school chairs, carpets, hall floors, etc.
 - Use appropriate voice levels and language, including manners.
 - Model good behaviour to other pupils.
 - Work as a team and respect others' views, beliefs and faiths when engaging in tasks.

4. Rewarding good behaviour

- 4.1. The school recognises that pupils should be rewarded for their display of exceptional behaviour.
- 4.2. The school will use rewards for displaying exceptional behaviour. For example:
 - House points for exceptional behaviour at any time in the school day. These will be recorded electronically and displayed weekly in the halls
 - At the end of each half-term, the House with the most points will have a reward eg: non-uniform day
 - Dojo points for children demonstrating the learner values
 - Wonderful Learner certificates to celebrate the 7 Wonders of Learning
 - Hot chocolate Friday for those children who always display exceptional behaviour
 - Verbal praise
 - Stickers
- 4.3. We make a deliberate effort to praise positive behaviour, identifying and acknowledging moments, for example when groups of children are:
 - Lining up quietly
 - Demonstrating wonderful walking

- Sitting on the carpet well
- Sharing equipment
- Handling equipment safely
- Playing fairly and including everyone

5. Choice

Managing behaviour has three phases:

1. Giving children choices about their behaviour within fair rules
2. Encouraging the children to make appropriate choices
3. Applying the consequences of their choices (rewards and sanctions)

Perhaps the most influential relationship in creating a positive classroom is that of inevitability between choice and consequence.

Good choice = positive consequence (reward)
 Poor choice = negative consequence (sanction)

This is reinforced through our PSHE curriculum which gives the children the strategies to help them to decide to make good choices.

6. Unacceptable behaviour

Unacceptable behaviour will be taken seriously at Mulbarton Primary School.

Breaking any of the school rules will lead to restorative conversations as well as possible sanctions and disciplinary action.

The following guidance applies to the vast majority of pupils. However, for some of our pupils, particularly those with additional needs, a different approach may be needed. (Please refer to section 7.)

Steps to follow for behaviour management.

In the classroom if a child is displaying unacceptable behaviour:

1. Planned ignore for a short time
2. Reminder of expectations using scripted language eg: 'I notice that you are...in our classroom we.....thank you.' Explain how behaviour is affecting learning of others and then give take up time. Acknowledge any underlying causes eg: 'I know you had a difficult playtime but.....' relate to the current pandemic situation eg "Your behaviour is putting others at risk"
3. Once the child is back on task/behaving as expected, praise and acknowledge the good behaviours for learning but don't reward.
4. If still off task, remind again but with choice- 'Choose to settle and get on with your work in the classroom or choose to go out of class for 5 minutes. If you go outside, you will need to catch up with your work at lunchtime. Make a good choice.' Remove from class or sit away from others for five minutes.

5. If unacceptable behaviour continues, then remind again – ‘If you do not settle to your work, you will remain indoors at lunchtime and have a conversation with me.’
6. Remain calm and positive throughout the interaction and do not address secondary behaviours.

If a child is displaying unacceptable behaviour on the playground:

1. Reminder of expectations-referring to school rules with language of choice.
2. Time out on the benches or walk with an adult holding the child’s hand (age dependent).
3. If the child continues to display unacceptable behaviour, they will be taken inside to sit with an adult to discuss their behaviour.
4. Fighting/swearing/refusing to do as asked will result in immediate loss of playtime and a conversation with a member of the Senior Leadership Team (SLT).

7. Behaviour management

At Mulbarton Primary School, we recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional.

Staff at Mulbarton Primary School recognise and fully understand that not all children choose to behave the way they do ‘consciously’. Some children, as a result of their experiences, have developed subconscious behaviours. In essence, subconscious behaviours are behaviours that choose us. These are based on anxiety, fear, frustration, confusion etc. These can also be medical, habitual, entrenched and learned behaviours.

With such children, *external* discipline¹ will not always work – in fact it is often unlikely to, and when it does, only results in short term change. Our aim as a school with such children is to empower them with *internal* discipline.²

With such behaviours, it is important that staff are aware of what happens before, during and after situations, or ‘crises’.

Everybody must ensure that all children who break the school rules are dealt with in a manner appropriate and relevant to the situation.

Teachers will use their judgement when issuing consequences, taking into account whether they believe the pupil’s behaviour was intentional – especially if it is the first time the pupil has displayed this behaviour or if the pupil has additional needs.

Restorative conversations form the bedrock of our consequences. Our restorative approach will look to identify the triggers of the behaviour, which need to be managed, rather than

¹ A necessary component to keep individuals safe. However, if it is solely imposed through rules and suppression, this may only achieve a short term change.

² Created when individuals internalise. ‘What and why’, rules and ‘ways to behave’ are important. Internalisation leads to ownership of one’s behaviour, responsibility and self-discipline. Ownership is necessary for long term success.

focus on the results of the behaviour. At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.

Underlying causes will be addressed. It may be appropriate to seek external, professional support.

Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, must report this using CPOMS. Repeated incidents will lead to a conversation with parents by either the class teacher or a member of the SLT. Any incidents of behaviour where a child has acted in a physical way towards another will be reported to a member of SLT and parents will be contacted.

All staff are responsible for the behaviour of every child in the school so it is always preferable for incidents to be dealt with by the member of staff who witnessed it, rather than it being passed onto the child's class teacher. Details of how the staff member dealt with the incident, will be fed back to the class teacher.

The Head Teacher and SLT will monitor all reported incidents.

The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.

Initially, a reminder should be used for minor incidents and children offered the choice to behave well are then expected to do so.

If this does not have the desired effect or if the transgression is of a significant nature, the concept of a consequence is introduced.

Any consequence will be dependent on the misdemeanour. The child may miss some of their break or lunchtime as a result of their behaviour choices. The time will be used to discuss and reflect their behaviours in order to help make better choices in the future.

Continued unacceptable behaviour either inside or outside the classroom will be discussed with parents and a plan will be developed. If felt necessary, the SENDCO will be involved in this process to coordinate effective provision. Our aim is to ensure that all children achieve their best and that we help them to make good choices. Exclusion will only be used for the most serious of offences and will be at the discretion of the Head Teacher.

Occasionally, some children, including those who may be on the SEND record, may be managed differently according to their needs. Some children may need a behaviour management plan and behaviour risk assessment to support their needs. This ensures that support is tailored to their individual requirements.

The room opposite the Head Teacher's office has been remodelled as a Calm Room. This can be used by any child who is in need of 'time out' from a situation. Use must be monitored by the adult responsible for the child at the time.

It is important to use the 'catch them making good choices' method for children who persistently misbehave and praise and reward them when they do behave well. This will manage the behaviour positively and reinforce the good aspects as much as possible

8. De-escalation and Positive Handling

In addition to all staff receiving STEP ON training every two years, The Head Teacher and SLT, alongside other key members of staff, receive Norfolk STEP UP training. This is refreshed annually.

Please refer to our Positive Handling policy.

9. Use of Reasonable Force

Please refer to our Positive Handling policy.

10. Exclusion (fixed period or permanent)

Occasions may arise when pupils must be excluded from school, and there are clear regulations for school on the procedures to be followed which are outlined in our exclusion policy.

The following points should be borne in mind:

Exclusion should be used only in very serious cases and after careful consideration.

On rare occasions exclusion may be necessary to protect the safety and welfare of pupils and staff, including any who may be suspended.

The grounds for exclusion must always be sound, based on detailed evidence and clearly set out.

Only the Head teacher has the power to exclude, so staff should not either threaten or suggest exclusion as an automatic consequence of a particular action.

Where permanent exclusion has taken place, the Chair of Governors is to be notified as soon as possible.

11. Smoking and drug policy

- 11.1. In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.
- 11.2. Parents/carers, visitors and staff must not smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.
- 11.3. Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.
- 11.4. In the interest of health and hygiene, we request that people refrain from smoking outside the school gates.
- 11.5. Pupils and staff are required to follow the school's Drug and Alcohol Policy.

12. Items which pupils are not allowed to bring into school

12.1. Fire lighting equipment

12.2. Drugs and smoking equipment

12.3. Weapons and other dangerous implements or substances

12.4. Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks

- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hair spray
- Mobile phones unless agreed with the Head Teacher
- Any toys unless agreed with the teacher

13. Outside school and the wider community

13.1. Pupils at the school must agree to represent the school in a positive manner.

13.2. The guidance laid out in the behaviour policy applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

13.3. Complaints from members of the public about unacceptable behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

14. Searching

14.1. Staff members may use common law to search pupils, with their consent, for any item. They may search, for example, their pockets, backpacks, lockers and classroom trays.

14.2. Under part 2, section 2 of the Education Act 2011, teachers are authorised by the Head teacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

14.3. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

14.4. Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs or tobacco products.

14.5. Following a search, the Head teacher will contact the parents/carers to advise them of the procedures which were undertaken.

15. Monitoring and review

15.1. This policy will be reviewed by the Head Teacher, school staff and governing body on an annual basis, who will make any necessary changes and communicate this to all stakeholders.

