

Positive Behaviour Policy And Statement Of Behaviour Principles

Mansbridge Primary School

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1. Aims

This policy aims to:

- › Provide a consistent approach to behaviour management
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › Outline how pupils are expected to behave
- › Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- › Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- › Behaviour and discipline in schools
- › Searching, screening and confiscation at school
- › The Equality Act 2010
- › Keeping Children Safe in Education
- › Use of reasonable force in schools
- › Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media)
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, unwanted physical attention or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our **Anti-bullying policy** which can be found on the website.

5. Roles and responsibilities

5.1 The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents which are uploaded onto a central file (cpoms)
(see appendix 2 for a welfare/ behaviour form)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

There are many vehicles for communication and behaviour is a very important one. At Mansbridge we endeavour to understand what certain behaviours are trying to communicate in order to help us deal with situations successfully. Our staff serve as positive role models and as a school we use positive reinforcement strategies to motivate children to improve and change any negative behaviour which may occur. We understand that for our policy to be successful we must adopt a consistent approach throughout the school.

The Mansbridge Vision

In our vision we:

- > Ensure that everyone is a valued member of the school community
- > Encourage a sense of belonging and pride in our school
- > Empower people to make the correct choices and enable them to make a positive impact on their community and the wider world
- > Promote a passion for learning and ensure that every child is successful at school and beyond.

Pupils are expected to:

- › Behave in an orderly and self-controlled way
- › Show respect to members of staff and each other
- › In class, make it possible for all pupils to learn
- › Move quietly around the school
- › Treat the school buildings and school property with respect
- › Wear the correct uniform at all times
- › Accept sanctions when given
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

We are very proud of our children's behaviour at Mansbridge and we reward both individuals and whole classes for maintaining positive behaviour throughout each day. Each class discuss their class room rules at the beginning of each year and are aligned to the whole school behaviour policy. These rules are displayed in the classroom to act as a visual reminder to each child on a daily basis.

Children are awarded points for positive behaviour, and their attitude to both school work and homework. At the end of the week the two children with the most points in each class meet with head teacher to receive their reward.

Class points are also awarded by teachers and members of LMT for good behaviour and excellent attitude to learning and these result in a class reward which has been agreed by the class and their teacher.

If a child chooses not to follow the class rules or demonstrate our school values they are given a verbal warning to remind them of the correct way to behave, if this behaviour continues their name is ticked on the

class list which results in them missing 5 minutes break time. If the behaviour continues then the child will miss their break time and the teacher will contact the parents. At this stage the leadership team may be consulted for advice.

If there is no improvement in behaviour that day the child will be sent to the Deputy head teacher to discuss their behaviour and given time to reflect on their actions.

If this behaviour continues over a period of time there will be a meeting involving the child, the parents and a member of the Leadership Team.

All cases are dealt with sensitively and the following approach is adopted by all members of staff

1. Approach calmly.
2. Acknowledge feelings.
3. Find out information.
4. State the problem with help from the pupil.
5. Ask for solutions.
6. Offer support for the solution adopted.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Dojo points
- Stickers
- Rewards
- Post cards or phone calls home to parents
- Invited to head teacher's office to have a milk shake or hot chocolate

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class (not during covid)
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

See appendix 3 and 4 for rewards and sanctions. See appendix 5 letter to parents

Weekly Celebration Assembly:

Every Monday assemblies are held to celebrate achievements, one for KS1, and one for KS2. In these assemblies the following awards are celebrated: →

Star of the Week - this award is chosen by the teacher for being a star. →

Reading Award - awarded to children who have read 3 times a week at home →

Attendance Award - awarded for the class with the highest attendance. →

Times tables rock stars award – to the class and individuals with the highest scores

Exclusions:

Exclusion is used only as a last resort. The Headteacher may exclude a child for a fixed period, but the exclusion must be kept as short as possible and reintegration must be the aim. Exclusions are carried out following the guidance from the DfE: Statutory guidance on the exclusion of pupils from local-authority-maintained schools, academies and pupil referral units. <https://www.gov.uk/government/publications/school-exclusion>

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- >Ask the child to apologise to anyone the comment was directed at
- >Support and educate the child to improve their behaviour
- >Monitor their behaviour for any recurrence
- >Escalate the sanction to,
a letter or phone call to parents if the pupil refuses to apologise in the first instance

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.3 Off-site behaviour

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable". When considering whether the school will implement a sanction for reported misbehaviour out of school, the Headteacher will consider the context of the situation and the action that would have been taken if the offence had taken place on school premises. All criminal bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police.

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

At Mansbridge we are committed to providing a safe and welcoming environment throughout the school and especially in the classrooms. We base our ethos on understanding, trust and respect. Our teachers model good behaviour within the school which acts as a constant reminder to the children about how they should behave and interact with their peers and the adults in the school. We aim to be proactive rather than reactive when dealing with behaviour issues and believe that a consistent approach throughout the school is essential.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

Be recorded on cpoms and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, where necessary.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body annually. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix2: welfare form

Recording Form

Child's name:			
Date and time of disclosure		D.O.B	
Name and role of person raising concern/taking disclosure:			

Details of concern (who? What? Where? When? Any factual, observable behaviours when disclosing? use child's exact words)			
Actions taken			
Date and time	Person taking action	Action taken/ decision made and reasons for it	Outcome of action

Name of person completing record: _____

Role: _____

Staff involved:

Date information shared (if different from above):

Date information recorded for file eg CPOMS (if different from above):

1. Stickers

Given for good work and good behaviour.

You can earn stickers for anything you do well.

2. Head Teacher or Deputy Head Teacher stickers

Given when your teacher thinks there is something good that Mrs Brosnan, Miss Davies or Mrs Von Landau should see!



3. Star of the Week

Given in whole school assembly and your name will be put on the school website for all to see.

4. Reading certificates

Given in class to those children who have read 3 x a week.

5. Dojo Points

Collected in class for showing a great attitude to learning.

The two children in each class with the highest total by the end of the week will receive a reward.



6. Reward Ladder or Marble Jar Points

The whole class will work towards a reward for everyone to enjoy.

7. Good News Postcards

These are for doing something above and beyond what is normally expected.



Sanctions

Sanctions are given when someone breaks the code of conduct.

	Stage 1 1 st chance - a <u>verbal warning (v)</u> to remind you to change your behaviour.
	Stage 2 Name ticked, miss 5 minutes next break
	Stage 3 Second tick against name -this should result in a missed breaktime. Parents phoned/behaviour letter sent home. Deputy heads informed - they will advise teacher and talk to child if necessary.
	Stage 4 If no improvement in behaviour occurs that day you will be sent to the Deputy / Head teacher to talk about your behaviour.
	Stage 5 If this behaviour is being exhibited consistently then there will be a meeting between the parents and a member of The Leadership Team.

Appendix 5: letters to parents about pupil behaviour - templates

First behaviour letter

Dear parent,

Recently, your child _____ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____