

MOLDGREEN COMMUNITY PRIMARY SCHOOL



BEHAVIOUR & DISCIPLINE POLICY

Written by: SLT

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Introduction

The Governors and Staff of Moldgreen Community Primary School are proud of the generally high standard of behaviour of the children in the school and their care and respect for people and property.

We believe that discipline and good behaviour stem from a positive self-image which helps promote self-discipline, independence and a consideration for others. Support to children is within this framework of clearly defined and consistent agreed boundaries which are shared with the children and acted upon by all adults who should be positive role models.

At Moldgreen we believe that young people learn best when they are clear about what is expected of them and are clear about what they are supposed to do.

At all times, we seek to encourage a positive atmosphere in all areas of the school, where appropriate behaviour is encouraged, noticed and praised. Pupils are excellent ambassadors for the school in the manner in which they welcome visitors and their good behaviour on educational and other visits.

This policy supports the aims and ethos of the school which are to prepare children to be useful, respectful citizens who can play a positive role in their communities. At Moldgreen, we encourage care and respect for all through providing a happy, safe and inclusive environment where children love learning and thrive.

Rules regarding physical safety of everyone must be clear and respected by all.

Through identifying and striving for the above, we seek to promote the spiritual, moral, cultural and social development of all our children. Opportunities will be taken in worship, religious education and PHSCE that develop relationships within the school to make it a positive place to be.

It is essential that we all work together to ensure uniformity and consistency in the messages we give to children.

Aims

- To encourage pupils to care for themselves, be responsible for their own personal safety, be helped towards developing self-esteem and to take pride in their own achievements;
- To value others, their similarities and differences, empathising with and respecting their feelings and values even when different from their own and being pleased about everyone's achievements;
- To develop a feeling of collective responsibility through a growing care for their school and their part in it, its environment and an understanding of, and concern for, the wider environment and the natural world;
- To encourage positive relationships between all adults and children within peer groups and across ages;
- To encourage pupils to become more aware of their own physical safety and the safety of others.

Guidelines

All staff endeavour to set positive examples of behaviour, plan the curriculum to be well differentiated, organise the school environment, classroom space and displays, structure routines and activities to enable pupils to behave in a positive, appropriate and realistic manner for their age and stage of development.

All staff are aware of, and take a shared responsibility for, all pupils' general behaviour throughout the school.

Children need to be made well aware of the expectations the school has about behaviour. This will be reinforced and be the pupils' "Code of Behaviour".

In School

Children are encouraged to feel an ownership and responsibility for the school as a whole. This is encouraged through opportunities for decision making e.g. designing the playground, school council. Pupils are encouraged to participate in concerns, sports, fund-raising and assemblies and working in and taking responsibility for areas of school e.g. library, garden, litter awareness, care of plants, displays of work. In the general school environment, e.g. hall, corridors, shared teaching areas, toilets etc., pupils are to be helped to behave in an appropriate manner. This can be achieved by teachers considering the numbers of children in each area at any one time e.g.

- preparation for lunchtime;
- moving around the school quietly and calmly so others are not disturbed or distracted and also, importantly, for their own personal safety;
- preparation for, and participation in, assembly as a quiet, responsive and reflective time;
- leaving all areas, where pupils have been working, in a tidy and suitable condition for others to use. This includes cloakrooms where children need to be responsible for their own property;
- being aware of others as they move through doors and acknowledge help given (*'please' and 'thank you'*)

In the Classroom

Carefully considered classroom organisation promotes and encourages positive and appropriate behaviour. The behaviour of the teacher and other adults in the classroom influences the behaviour of the children *e.g. starting lessons on time.*

Staff should aim to be fair and consistent in our expectations and reactions and give lots of praise and encouragement for appropriate behaviour, whilst taking care to avoid reinforcing attention seeking and aggressive behaviour.

Pupils are encouraged to organise their own work space, collect and return equipment and take increasing responsibility for its care and storage.

Pupils are encouraged to concentrate on, and put care and thought into, all activities which will be reflected in the quality of their work. Opportunities to work independently and co-operatively will be given and pupils are encouraged to make decisions.

Attractive displays of children's work create a welcoming and positive atmosphere and gives pupils a sense of worth recognising their work is valued and enjoyed and that the school environment is enhanced, cared for and appreciated.

School Rules

- **Keep hands and feet to yourself**
- **Listen to and respect adults at all times**
- **Take care of school property**
- **Follow instructions first time**
- **Walk around school at all times**

All classrooms will have a display of the school rules and they will also feature prominently throughout the school.

Morning break time behaviour procedures

The following procedure has been put in place for staff, so that a consistent level of discipline is applied in the playground during morning break.

- All staff will deal with any incidents themselves and log any incidents on CPOMS (see break and lunchtime procedures).
- Any incident that the teaching staff deem to require a more serious approach (Level 2-4) will log the incident and refer the incident to the SLT if necessary

Any incidents which occur after break time has finished, will be dealt with by the class teache

Lunchtime behaviour procedure (See Appendix 1)

The following procedures have been put in place to maximise the lunch-time staff ability to successfully run activities to full capacity, whilst keeping discipline and order to the playground.

Lunchtime Staff

Lunchtime staff will follow the agreed Behaviour Flow Chart:

- Verbal Warning for low level behaviour. Pupil informed of the unacceptable behaviour and given a way to solve it.
- Written Warning - Name of pupil recorded in a written form and pupil made aware their name has been recorded. Warn the pupil if their behaviour continues then they will have a ten minute time out against the fence.
- Time Out - Mark next to pupil's name and clearly record the issue. Class Teacher to be informed and they will record this on Integris behaviour management and assign appropriate points sanction.
- Escalated issue - AHT called for to remove pupil from the Playground and receive an AHT detention. Teacher to record on Integris and assign appropriate points sanction.
- Severe behaviour (e.g. Fighting)– SLT member called for with no warnings given.

All incidents will be backed up by an Incident Log, by the lunchtime staff and forwarded to the Class Teacher at the end of each lunchtime.

If a fight occurs, lunchtime staff are required to send for immediate back up from the SLT on duty, who are trained in intervention and restraint. Any intervention, by staff, may result in physical or verbal abuse by the child e.g. hit, kicked, spat or sworn at, therefore lunchtime staff should only intervene if they feel that someone may get seriously hurt.

If a child leaves the school grounds, this must be reported to any member of the SLT.

Any child who receives three break or lunchtime time outs during a week will have their parents contacted if deemed serious enough regarding their child's behaviour. The child may lose their break times.

If then, the behaviour does not improve sufficiently. It may result in the child losing multiple break times or may have to go home during the lunchtime period. If the child is in receipt of free school meals, a packed lunch will be provided by the school for the child to eat at home.

Managing Behaviour

The over-riding aim is to create a positive learning environment for all children where they feel secure and fulfilled. Towards attaining this, all adults will promote and encourage confidence and self-esteem and draw attention to and give specific praise for positive and appropriate behaviour.

Praise and recognition are given both privately and publicly for achievements, positive attitudes and school community work.

Sometimes however, for a variety of reasons, a pupil finds it difficult to behave in a reasonably acceptable manner in terms of work or play. If such behaviour persists and thus becomes a cause for concern, then parents are informed and their help sought so together we can work towards changed behaviour patterns. Individual Behaviour Plans (IBPs) may be used as part of a Pastoral Support Plan.

All staff have a responsibility to complete behaviour Incident Logs on CPOMS.

Present Classroom Procedure (See Appendix 2)

1. Verbal warning
2. Caution
3. Time out to a different class
4. Refusal to go to time out may require the pupil to be removed from class to minimise disruption to teaching and learning. Safe handling techniques will be implemented by trained 'Team Teach' members of staff only. Parents will be informed. A serious incident report will be logged in the 'Serious Incident Book' if physical removal is made.
5. Pupils who are regularly 'timed out' will be referred to the SLT.
A behaviour level system is in place, with a step guide to keeping parents notified.
These may include internal or external exclusions.

6. Suspension or exclusion from school will only be implemented for extremely serious misbehaviours after all efforts to address behavioural issues have been put in place (Pastoral Support Plan)

Serious Behaviours:

- Unprovoked serious physical assault of other pupils
- Assault of staff
- Persistent, serious disruption in class
- Where it is felt that other children could be in danger

Rewards

Foundation Stage Rewards and sanctions

NURSERY

Positive praise and stickers are used to encourage and reward good behaviour. Planning focuses our PSED sessions on areas we deem necessary for the cohort

EYFS

Team points and praise are used to reward good behaviour. As in nursery, the PSED focus area may be used to address any issues or areas needed.

KS1 & KS2

- Praise used extensively.
- All classes from Y1 upwards operate a rewards system which reflect a team approach. Individual pupils earn “team points” which are rewarded at the end of the week with a postcard home to parents.
- On entering full time school children will be assigned a team colour which they will remain in throughout their school life at Moldgreen. All staff can award team points and
- teachers will record their own classes team points which will be on display in class.
- On a Thursday all staff will send team point information to the AHT who will award 4 points to the team in each class that has the most points, followed by 3, 2 and 1. In Rewards assembly the winning team for that week will be announced. There will be running totals in the hall and these will be shared on the newsletter and on the school website. There will be regular events in school linked to teams and rewards will be given.
- Rewards assembly **(This will take place virtually until further notice)**
 - Attainment is rewarded weekly with work displayed in the hall and a small prize is given.
 - Citizenship is rewarded with a certificate presented in assembly
 - Star of the Week is awarded to a child with the most team points in the class regardless of team colours. They will receive a postcard home.

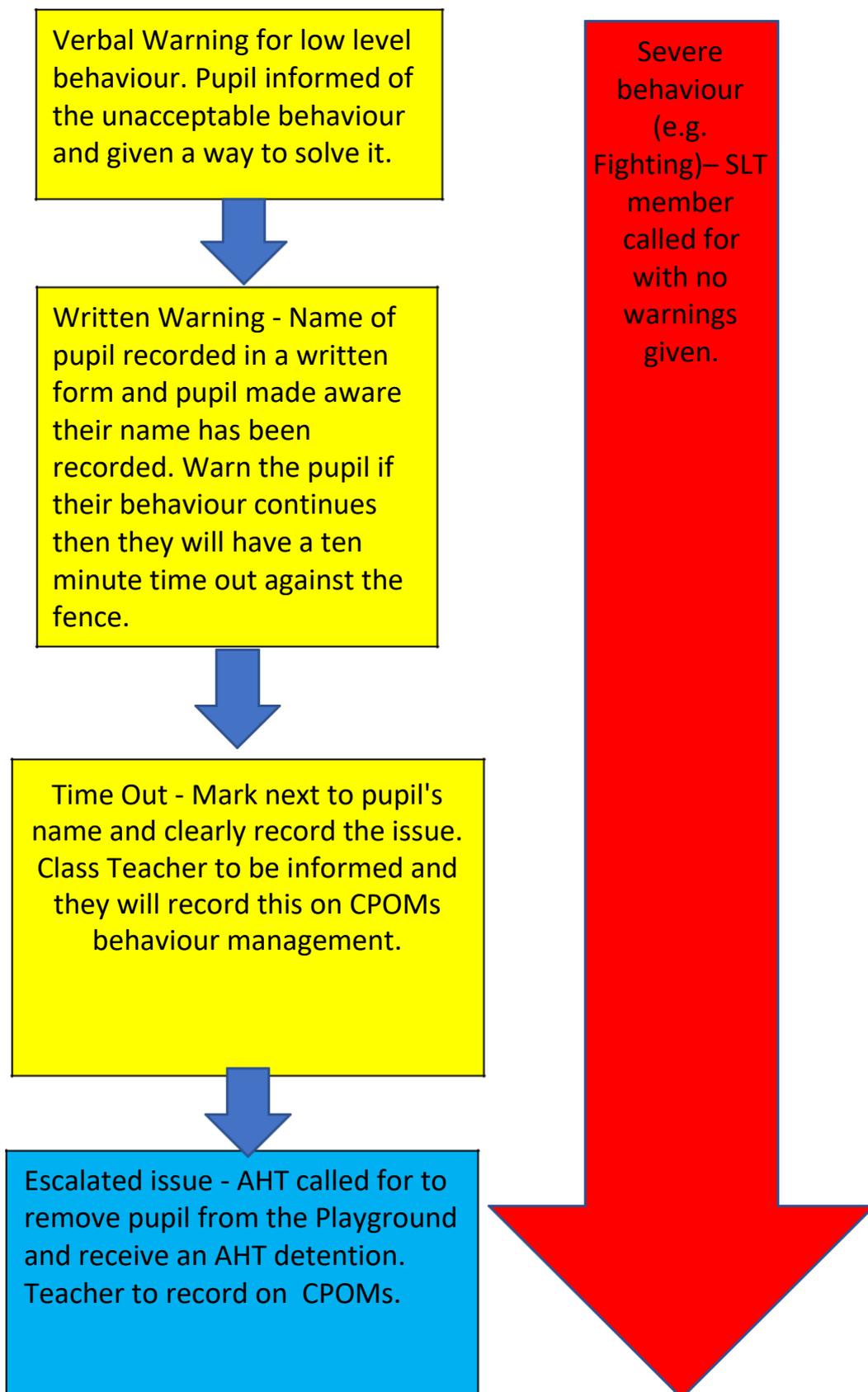
Bullying

This is covered in the Anti-Bullying Policy,

Monitoring

The Headteacher, Deputy Headteacher, Assistant Headteachers and Governors will monitor the effectiveness of the school's Behaviour and Discipline Policy in consultation with the staff and the children. **All** staff in school will be made aware of this Policy.

Behaviour Management Chart (Break and Lunchtimes)





Moldgreen Community Primary School

'For every action there is a consequence'

Occasionally a pupil may choose to behave inappropriately. In order to support the rights of other members of the school community these actions will have consequences. Children are made aware of inappropriate behaviour and the consequences for their actions. A meeting is arranged with parents (Level 2+) all incidents are logged and monitored by the Inclusion Team, Phase Leaders or the Senior Leadership Team. The Headteacher and Deputy Headteacher reserve the right to use these consequences as they see fit, i.e. without following the order as stated below, depending on the severity of the behaviour.

Good to be Green Positive behaviour is rewarded at Moldgreen	Unacceptable behaviour dealt with by class teacher or TA/play leader or lunchtime supervisor	Senior Leadership Team Mr Millington or Miss March,	Deputy Headteacher Mrs Swewczyk	Headteacher Mrs Pearson
School Council Voice	Level 1	Level 2	Level 3	Level 4
Actions	Actions	Actions	Actions	Actions
<ul style="list-style-type: none"> • Working hard • Putting up a hand to speak in lesson • Showing good listening • Being polite • Being helpful • Being a kind friend • Walking sensibly around school 	<ul style="list-style-type: none"> • Interrupting the lesson • Not on task • Distracting other children • Unsafe movement around the classroom • Minor deliberate damage to another child's or school property • Disrespectful attitude to another child or adult 	<ul style="list-style-type: none"> • Persistent Level 1 behaviour • Stealing • Not accepting instructions • Deliberately not completing task set • Behaviour that causes others distress (first instance reported) • Bullying type behaviour (first instance reported) • Disrespectful language and attitude to another child or adult that causes distress 	<ul style="list-style-type: none"> • Persistent Level 2 behaviour • Leaving the learning environment without permission • Verbal abuse including racism • Physical violence • Loss of temper • Significant deliberate damage to another child's or school property 	<ul style="list-style-type: none"> • Persistent Level 3 behaviour • Physical violence resulting in actual physical harm • Leaving the school premises without consent • Vandalism • Defiant behaviour • Putting others and themselves at risk in any way
Rewards	Consequences	Consequences	Consequences	Consequences
<ul style="list-style-type: none"> • Team points • Prize/sweet box in class • Stickers • An award in Achievement Assembly (Star of the Week, Good Work or Citizenship) • Show work to another member of staff • Mrs Person's reward from the cabinet • Mrs Norris Award for Effort • 	<ul style="list-style-type: none"> • Rule reminder- name on board • Redirection • Move to another area • Time out • Loss of privileges • Loss of playtime • 1:1 interview with teacher • Behaviour logged in class incident book • Behaviour logged on CPOMS 	<ul style="list-style-type: none"> • Removal to another setting for a fixed period. • Notify parents advising of incident • Teacher will meet informally with parent/carer to discuss supporting pupil's needs • Teacher and parent to meet • Home-school book as a means of daily communication • Inclusion intervention programme • Set small step targets to support positive behaviour • Behaviour logged on CPOMS 	<ul style="list-style-type: none"> • Senior Leadership Team to interview pupil • Information meeting with parent/carer • Formal letter to parent/carer requesting a formal meeting should behaviour continue • Meeting and incident is logged • Increased support from Inclusion Team • Outside agency involvement • Pastoral Support Plan put in place • Risk assessment undertaken • Internal exclusions considered • Behaviour logged on CPOMS 	<ul style="list-style-type: none"> • As level 3 • HT/DHT will formally meet with parent/carer to discuss pupil's actions and how best to support pupil's needs • Educational Psychologist involvement • Behaviour Support Service support school to support pupil • Internal exclusion • Fixed term exclusion • Permanent exclusion • Behaviour logged on CPOMS

