Milton-on-Stour CE VA Primary School

Behaviour Policy

Adopted by Governors on 25th February 2020 and

reviewed annually

This policy applies to ALL staff and children who work at, or attend Milton-on-Stour Primary School.

Aims of the Policy

This policy is designed to:

1. Ensure that all children, staff and other stakeholders understand and support our expectations of behaviour and how we manage behaviour and discipline in our school
2. safeguard and promote the welfare of every child in our care
3. promote good behaviour, self-discipline and respect
4. prevent bullying
5. ensure children are able to learn and make progress in a safe and secure environment

This policy has been written with due regard to the DfE guidance 'Behaviour in schools' (February 2024)

Expectations

At Milton-on-Stour Primary School we expect, model and celebrate the highest standards of behaviour. We expect parents and carers to support the school in managing children's behaviour – both at times of celebration and when there is an issue that requires close partnership working. For the most part, behaviour is managed through positive relationships and a therapeutic approach to behaviour.

It is a key expectation that ALL members of staff know and follow this policy in their daily work.

The Role of Good Behaviour in Achieving our School Aims

School Aim outlined in 3Is document	How our behaviour expectations contribute
To empower children to reach their full potential.	High expectations of behaviour for learning, especially in the classroom allow

To provide meaningful and engaging learning experiences through a cross curricular approach where pupils are encouraged to transfer their knowledge to a range of scenarios and embrace challenges to deepen their understanding	for a focused and productive learning experience and classroom environment. We recognise that some children have to 'learn' how to behave well, this is a key element of our learning in PSHCE
To lay Christian foundations equipping children with skills to lead emotionally and physically healthy lives.	Our culture ensures that everyone is treated fairly and respectfully, with a zero tolerance approach to all forms of discrimination. Our school vision is based on the value of forgiveness and an awareness of the need to support one another. We recognise that, often, poor behaviour is a form of communication and some children need a more individualised approach to be able to thrive. Our school is based on positive relationships and mutual respect and our curriculum enables children's strengths to be explored and developed.
To equip children to integrate into an ever-changing society	We believe that children who behave well will become adults who behave well. Learning how to relate to one another, accept responsibility for our actions and overcome difficulties is fundamental.
To ensure children become resilient, independent, life-long learners.	Our ethos and curriculum ensure that children develop a sense of right/ wrong, fairness, responsibility and consequence; enabling them to function into adulthood.

<u>Our school rules</u>

- We listen to people when they are speaking to us

- we are polite to other people
- we use kind words and kind hands
- we take care of ourselves, each other and our school building
- we follow instructions given by an adult straight away
- we get help from an adult if we encounter a problem that we can't solve.

At the beginning of the school year, class teachers with the children develop their own 'class charters' based on the above rules. This ensures that children fully understand the expectations and what each rule means. Rules are regularly referred to alongside our Christian values in discussions and worship.

Rewards

We have a culture where good behaviour is expected and rewarded and recognised. We hope to develop a sense of intrinsic motivation where children learn that good choices lead to good feelings.

Adults will give praise and rewards in the following ways:

- with a smile, gesture (e.g. thumbs up) or verbally
- the use of stickers, certificates and house points
- using an agreed class reward system. This will be visual, based on accumulated good behaviour by the class. Children work towards a goal/ reward over time. There is a 'no loss' principle
- behaviour and/or effort which is significant is brought to the attention of senior leaders who will reward individuals with special certificates, stickers or rewards such as stationery items

Dealing with Misbehaviour

All instances of misbehaviour will be dealt with in a calm and nonconfrontational manner and all parties will be listened to. Adults do not shout at children. We clearly state what is wrong and enter into a discussion with the child, allowing them to explore the situation through conversation. We accept that sometimes children have reasons for their poor behaviour choices, but there can NEVER be an excuse. Where possible we encourage children to repair a situation through an apology or discussion. Through conversation we agree together what would have been a more appropriate

response to the situation and warn that repetition of the behaviour will result in a consequence. Classteachers will communicate with parents to keep them informed.

Poor Behaviour for Learning

If a child displays 'low-level' behaviour which is stopping themselves or others from learning, it will be dealt with using a five step approach.

Step 1 – redirect the child to the desired behaviour. "I expect you to stop talking while you should be listening. Thank you"

Step 2 – if the behaviour continues, give a warning. "You haven't made the change I expected. Stop talking or you will lose some of your playtime."

Step 3 – if the behaviour continues, lose 5 minutes of playtime.

Step 4 – if the behaviour continues, lose another 5 minutes of playtime.

Step 5 – if the behaviour continues, remove all playtime and have a restorative conversation with the teacher.

Serious Misbehaviour

Serious misbehaviour is defined as behaviour that hurts themselves, others or property. Examples are physical or verbal assault, using bad language, deliberate damage to property, theft or prejudice behaviour (that breaks protected characteristics)

Such behaviour will be brought to the attention of a senior leader at the earliest opportunity and they will assume responsibility for dealing with the child, including issuing sanctions and communicating with parents or agencies as required. The adult reporting the behaviour will be responsible for logging the incident on an ABC sheet or using SIMs.

Sanctions for Serious Misbehaviour

When dealing with serious misbehaviour, time will always be taken to ensure that leaders have all the information available to them in order to make an

informed judgement about how best to deal with the situation fairly and consistently.

The sanctions which may be used in the event of serious misbehaviour are:

- Internal seclusion (time out of class or loss of free time) to work alone or consider their actions
- Parents invited for a discussion and consequences agreed, involving loss of privileges
- Withdrawal from activities or responsibilities for an agreed period of time e.g. sports teams, Milton global, assembly monitors
- Use of a 'report 'card which tracks and monitors children's behaviour over a period of time and enables regular communication between home and school
- Reparation – e.g. cleaning an item that has been damaged, repairing displays, written apology to an injured party
- In extreme cases, or in the case of repeated serious misbehaviour, exclusion.

Exclusion

Exclusion will only be used as a 'last resort' and only ever at the discretion of the Headteacher. In dealing with matters of exclusion, we have regard to the DfE Statutory Guidance 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' Updated August 2024

Our key principles are:

1. Exclusion will only be used for disciplinary reasons
2. Fixed term exclusion (suspension) will be used when it is warranted. We will always fully consider all contributory factors, examine the evidence and ensure we have provided every available resource to support any individual needs before taking the decision to exclude
3. We will take every reasonable step to avoid permanent exclusion. This includes seeking alternative provision or arranging a 'managed move',

should a graduated response and partnership working have proved ineffective.

4. Decisions to exclude will always be lawful, reasonable and fair
5. Re-integration following fixed term exclusion will always necessitate working closely with parents/carers and sometimes wider agencies.
6. School will provide appropriate work for the first 5 days of an exclusion. From the 6th day, alternative provision will be sourced
7. The governing board understand and adhere to their duties and responsibilities regarding exclusion.
8. We will ensure pupils and parents/carers are kept fully informed at all stages of the exclusion process, both through face-to-face meetings and in writing.
9. Any exclusion, for any length of time, will be recorded as such and recorded with the local authority through CME and Pickwick Academy Trust.
10. Risk reduction plans will be written for any pupils at risk of permanent exclusion.

Bullying

We define bullying as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an 'imbalance of power'. In our school we make this more accessible to our primary age children using the acronym STOP: Several Times On Purpose. This helps children and adults make the distinction between what is bullying as opposed to a friendship issue or isolated case of misbehaviour. Bullying is therefore (a) deliberately hurtful and (b) repeated (happens more than once)

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking other's belongings, any use of violence

Racial/ Homophobic/transphobic/ faith based	Racial taunts, graffiti, gestures
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

Bullying awareness is taught explicitly through our curriculum, especially in PSHE and Computing. Our Christian ethos underpinned by our teaching of British values, cements this understanding. Bullying is rare. Nonetheless, pupils know they can tell any adult in school if something or someone is making them unhappy or hurting them – this includes bullying. All adults in school, regardless of role, know how to respond to a child if they report bullying. Having listened and asked questions, the matter will always be referred to a senior leader to deal with.

Senior leaders will fully investigate the incident. This includes collecting information about the type, location and frequency of the bullying. Support will be put in place for the victim and parents will be informed of both the incident(s) and the follow up actions.

A meeting with the perpetrator(s) will then take place. Information will be gathered about the level of understanding the perpetrator has about their actions and the impact they have had upon the victim.

Sanctions will then be applied, in line with those stated earlier in the policy. Parents are always informed if their child has been involved in a bullying incident. Full records of all bullying incidents are maintained by senior leaders.

The intent of our curriculum means that we celebrate and teach diversity in all its forms with the intention of reducing incidents of racial, homophobic, biphobic and transphobic behaviour. This is in line with ‘Valuing all God’s children’ from The Church of England Education Office.

Sexual Harrassment

This can include explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual matters or inappropriate touching and this is not tolerated and will be treated seriously at the first incident in line with our safeguarding procedures. Our curriculum, including PSHE has a strong emphasis on respect and on diversity and our values of love, hope and joy permeate all we do.

Support and Communication

Pupils who are especially vulnerable will benefit from a 'wraparound' approach to their needs. This will include personalised support systems, which may include specific programmes of support within school. We will regularly evaluate the effectiveness of our provision and apply a graduated response where improvement is not evident.

We will communicate fully with parents and carers, where there are concerns about their child's behaviour. Initially, this may take the form of an informal discussion. Other strategies include formal meetings, support planning, referral to other/wider agencies.

Staff will benefit from consistent application of this behaviour policy, coupled with appropriate training to deal with behavioural needs and challenges. Pastoral support for staff is embedded within the leadership structure and senior leaders always resume responsibility for children when behaviour is persistently disruptive or extreme.

We communicate fully, in line with information sharing protocols, at all points of transition for pupils – this includes from class to class within school as well as when pupils move to other settings/schools.

Searching & Confiscation

School staff can search a pupil for any item if the pupil agrees.

Headteachers (and staff authorised by them) have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers or vaping devices
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to (a) commit an offence, or (b) cause personal injury to, or damage to the property of, any person (including the pupil)

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

At Milton-on-Stour Primary School we do not use screening measures.

Power to discipline beyond the school gate

If misbehaviour or bullying occurs outside of school premises, and is either witnessed by staff or reported to the school, the headteacher can use lawful measures to sanction this behaviour. This will be particularly pertinent in cases when:

(a) the pupil is taking part in any school organised/related activity
(b) is travelling to/from school
(c) wearing uniform
(d) poses a threat to another pupil, staff member or member of the public
(e) could adversely affect the reputation of the school

Use of Reasonable Force

What is reasonable force?

Force is usually used to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances where a pupil needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. Control means

either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical control such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention and as a last resort when control measures have been unsuccessful or when a pupil/adult is at immediate risk of harm. All staff are authorised to use reasonable force, when the situation requires it.

At Milton-on-Stour Primary School, we will use force minimally and as infrequently as possible and always act in a way to avoid injury to the pupil. We will always seek to manage behavioural situations trough calm discussion, offering 'a way out' and allowing 'time and space for pupils' to be ready to address the issue.

Force will NEVER be used as a punishment. Any incident of physical restraint or use of force will be brought to the attention of the headteacher, fully recorded and reported to parents/carers.

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from 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 all staff and pupils
- 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 body also emphasises that violence and threatening behaviour will not be tolerated in any circumstances.

The following sources have been referenced in the writing of this policy

- *DfE Behaviour in Schools (February 2024)*
  - *DfE* Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- *Exclusions from maintained schools, academies and pupil referral units in England (September 2017)*
- *DfE Preventing and Tackling Bullying (July 2017)*
- *DfE Searching, Screening and Confiscation (January 2018)*
- *DfE Use of Reasonable Force in schools July 2013)*

Adopted January 2020

Reviewed by all staff on 2nd September 2021

Reviewed by staff in line with Steps approach to behaviour: May 2023

Reviewed by staff and governors: September 2024

Review Due: September 2025

Appendix 2

Behaviour Expectations.

Following consultation with stakeholders in May 2021 we have compiled a list of agreed expected behaviours within our school.

For adults working in school
• Smile and greet people • Be kind and polite to children and adults • Be consistent • Listen carefully to children and not make assumptions • Encourage children to make positive choices • Ensure pupils are conducting themselves in an appropriate manner by reminding them of the right thing to do and correcting poor behaviour in the positive manner we encourage • Be firm but kind • Don't be cross if children ask for help • Praise and recognise children who are doing the right thing • Ensure every day is a fresh start • Support children to be independent – show them, don't do it for them • Have pride in our school and champion the children who come here • Be positive in high aspirations for all • Be respectful to others and tolerant of differences in views and opinions • To see that all children are individual and special • Help children who are 'lost' (think of our lost sheep parable) • Understand neuro-diversity and appreciate the strengths that this brings to our community • Always create a calm, quiet and purposeful learning environment
For children in school

- Smile and greet people and show good manners
- Be proud of our school and all that we do and wear our uniform with pride
- Be kind
- Look after our school and the things in it
- Listen to adults and follow instructions
- Always talk to an adult if you have a worry
- When you do something do it to the best of your ability and be proud you've done your best
- Never give up

- Help to create a calm, purposeful learning environment
- Keep yourself and others safe
- Take responsibility for your choices
- Help others and remember you are part of a community
- Be thankful that we are all different and that's what makes the world a wonderful place

For parents

- Greet their children with a smile
- Help with homework
- Hear children read and read stories to children
- Be supportive of the school and of the things we are all working hard to achieve
- Approach us to sort out frustrations rather than trying to sort them out on the playground or through social media
- Be positive about the school and have pride in what we are doing – it is important for children to hear their parents being proud of their school and what the children do
- Work together with the school when children encounter difficulties