



The Federation of Mowden Schools (Academy Trust)

Behaviour Policy

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Approved by Chair of Committee:

Signature *V. Rayner* Dated *30/6/16*

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Approved by Chair of Governors:

Signature *[Signature]* Dated *6/7/16*

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Policy for Promoting Good Behaviour

The Federation of Mowden Schools seeks through its behaviour policy to develop an ethos wherein good behaviour and discipline, the key foundations of citizenship and education, are promoted and encouraged.

Aims and Expectations:

- To develop as citizens
- To reward and encourage good behaviour and attitudes to learning
- To help children to understand that they are responsible for their own actions
- To establish clear procedures for the management of behaviour

Through our commitment to developing a caring community within the daily life of our school, pupils will be encouraged to:

- Develop a clear vision of what is right and what is wrong
- Develop self-respect and self-discipline
- Develop respect for one another
- Appreciate and share concern for the needs of others
- Be honest and trustworthy
- Be tolerant and forgiving
- Respect the property of others
- Develop collective responsibility within our community
- Engage in lessons and activities by joining in, answering/asking questions and completing work

These are the values taught and encouraged from the first day a pupil arrives at the school such that good behaviour becomes the expected norm and discipline is largely self-discipline rather than something imposed.

When behaviour is not acceptable every effort will be made to help children to understand why it is unacceptable, how that behaviour affects others and the damages and difficulties that may have been caused by that behaviour.

It is recognised that pupils will always behave more appropriately when interested and engaged. This is true for the classroom and the playground.

Rewards – the positive side of discipline:

We believe that in any process aimed at promoting good behaviour the emphasis should be on the positive approach of encouragement and praise, rather than on negative criticism.

We strive to nurture a positive ambience and working environment within our school with a commitment to rewards and to praise for our pupils' achievements. We aim to encourage and promote good behaviour. We praise and reward children for good behaviour in a variety of ways:

- Written praise in workbooks
- Oral praise, e.g. public words of praise in front of a group, a class or the whole school
- Reward stickers and merits for trying hard, improvement, good behaviour etc.
- Movement up the 'traffic light' system to 'Gold'; this carries a merit or sticker reward for an individual
- Pupils visit more senior staff for commendation
- Certificates handed out in assembly: 'Child of the Week' (KS1) and 'Merits' (KS2)
- Children's efforts are recognised and celebrated through the prominent, quality display of their work
- Privileges are earned, e.g. being chosen for a special task or responsibility
- Postcards are sent home as a reward for consistently good behaviour, attitude or work
- Whole class rewards (Golden Time); these are decided upon by individual class teachers

Rules and Expectations:

Rules are kept to a minimum. Children are reminded during assemblies about school rules, such as not running within the school building or not entering/remaining inside the building at break time unsupervised. In the Federation of Mowden Schools we expect all pupils to:

- Behave in a sensible courteous and co-operative manner
- Be aware that everyone matters in our community and that the actions of one individual effects others
- Acquire a degree of self-discipline and a willingness to respond positively towards fair and sensibly imposed discipline
- Come to school ready to learn and to co-operate with the school rules
- Be prepared to engage in lessons by listening carefully, responding to questions, taking an active role in discussions, completing tasks to the best of their ability, etc.
- Be aware that they are responsible for the words that they speak and that they should never use language which could cause offence to others
- Walk everywhere in the building except when directed to run during PE lessons (See Appendix E)
- Walk in straight lines, in single file with hands by sides (See Appendix F)
- Never re-enter any part of the building during break periods without the expressed permission of a member of staff
- Never resort to violence or aggressive behaviour but to bring all issues/grievances to the attention of staff
- Look after each other

Sanctions:

A 'traffic light' system is employed. The following steps should be worked through after a child has displayed poor behaviour. These must be clearly displayed in every classroom (See Appendix A). Progress through the steps should be recorded weekly on a class behaviour record so that the teacher has a record of incidents which may be used to discuss with parents if bad behaviour is consistent (see Appendix B).

- Given a warning
- Name 'moved' down to yellow:
 - Miss 1 minute of playtime
 - Miss 2 or more minutes of playtime
- Name 'moved' down to red:
 - Be asked to work in another classroom for 15 minutes
 - Sent for Time Out with a Deputy Head or the Headteacher
- Meet with parents and teachers to discuss behaviour

Class teachers may at their individual discretion move to later stages of the stepped process without passing through intermediate steps if they judge a child's behaviour to warrant such action. They may also decide to repeat a step before proceeding to a later step.

Ideally children should have an opportunity to acknowledge and adjust their own poor behaviour before the class teacher begins on the stepped approach.

Children should always be given the opportunity to 'turn behaviour around'. This means that children are able to move themselves up through the 'traffic lights' as well as down.

(Sanctions continued)

Teacher Intervention (1-6)

1. A *verbal warning* is given. Be explicit about why.
2. Child's name moved from green to yellow; name also written onto the class behaviour record and they are told that they must remain behind for *1 minute at playtime or lunchtime* (supervised by teacher who has given the punishment).
3. Remain behind in class for a *further minute at playtime or lunchtime* (increased to up to 10 minutes). This should be kept as a tally on the record sheet.
4. Name moved to red. The pupil will be sent to work in another class for up to 15 minutes. The child must be sent with work. This is recorded on the weekly record as *Time Out*.
 - When a child is sent out of class, they must be accompanied by an adult – they must not be sent on their own
5. By arrangement with the SLT, pupil sent to complete their class work for a prolonged period of time under the supervision of *another class teacher*.
6. Class teacher makes arrangements to *meet with parents/guardians to discuss* their child's behaviour.
If a class teacher is having consistent issues with a child's behaviour it is important that they inform parents/guardians of the situation; this can be done either as a face to face meeting or over the phone if appropriate

Further Intervention (7-10)

7. Following consultation with parents/guardians the child is placed on 'Behaviour Tracking' (see Appendix C).
8. Support may be sought from outside agencies, for example Behaviour Support, Educational Psychologists, etc.
9. Child can be moved to another class under the supervision of another teacher for a defined period of time.
10. Fixed term exclusion by Headteacher or Acting Headteacher.

Teachers also keep a record of any more 'significant' behaviour related issues which may occur either in or out of the classroom. This may include incidents related to fighting, bullying or issues of a racist or homophobic nature. These incidents are logged in a class record book. Where a child's name has appeared three times or more, it should be brought to the attention of the DHT or HT. The DHTs monitor the record books on a half termly basis and also keep a record of 'significant' incidents where they have had to intervene.

Here are some **examples** of strategies aimed at encouraging pupils to acknowledge and adjust their own poor behaviour. Teachers will have further ideas of their own.

- Proximity Praise/Reward – (Positive Reinforcement)

Where a pupil is not co-operating with the school or classroom rules:

- Check to ensure that the pupil can adequately cope with the activity
 - Praise other pupils, sitting in close proximity, who are complying
 - Praise the pupil requiring re-direction at the moment they begin to co-operate
 - In the event of further lapses, prompt or redirect the pupil to return to the appropriate behaviour they modelled earlier
- Reinforcement of Class Rules
 - Refer to the class rules (these will have already been worked out with the co-operation of all pupils and will be clearly on display within the classroom)
 - Talk through the reasoning underpinning the rules and why it is so important for all members of the class to observe them
 - Emphasise the harm caused to others through pupils not following the class rules

Think Sheets:

May be given to complete at playtime (see Appendix D). The teacher who hands out the punishment is responsible for making sure the child knows what is expected of them in completing the sheet. Completed sheets kept by class teacher as a record.

Playtimes:

- Teachers to walk their class/group onto the playground
- Duty teacher makes their way immediately onto the playground
- Only balls provided by school are allowed
- The duty teacher is proactive and looks out for situations which could develop into conflict
- Aggressive or boisterous play must be stopped, as must any activity which is unsafe
- Children must not play 'grabbing' or 'fighting' type games
- Children must not 'swing' or lift other children
- Duty teachers should deal with complaints about behaviour
- The duty teacher may give a warning for inappropriate behaviour or may require a child to remain under the supervision of a teacher or teachers indoors for some or all of the remainder of the break period
- The teacher on duty must inform the pupil's class teacher of such incidents so that they may reinforce the message before next playtime
- Where an incidence of fighting occurs, the teacher on yard duty should ascertain the facts surrounding the incident and try to resolve the conflict. If necessary they should refer the children and the incident to the Phase Leader, DHT or HT

Lunchtime:

- The supervisory assistants follow the guidelines for playtime as outlined during the lunch period. It may be necessary to refer a behaviour issue to the class teacher, Phase Leader, DHT or HT after investigation
- Repeated instances of poor behaviour or a single serious incident of poor behaviour may result in a pupil being excluded from school during the lunch period
- Incidents recorded in a behaviour log

Parental Involvement:

- Parents are involved early if a child is misbehaving
- Parents must note that the code of conduct and acceptable behaviour at this school may be different to that expected elsewhere out of the school. **The Headteacher and staff of this school are the arbiters of what is acceptable in terms of language, manners and conduct**
- Parents are expected to recognise and support the school in maintaining the school's high standards

Roles and Responsibilities of Staff and Governors

All Adults

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic and high expectations
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all

The Governing Body

- Is required to prepare and from time to time review general principles
- Is required to consult the Headteacher and parents before revisiting statements and policies
- Is able to identify particular issues with regard to discipline which the Headteacher is then required to address
- Maintains a disciplinary committee

The Headteacher

- Is required to implement this policy
- Records all serious matters of misbehaviour
- Has the authority to exclude a pupil from school

Class Teachers

- Provide a positive and welcoming learning environment where all children can thrive
- Ensure that school rules are enforced with their own class and that the children behave appropriately during lesson time, assemblies, and during their period of yard supervision
- Treat each child fairly and consistently. They will treat all children in their class with respect and understanding
- Be responsible for developing their own behaviour management techniques
- Share information with parents about behaviour when appropriate
- Assist in managing behaviour in the wider school setting, not just within the classroom – if positive or negative behaviour is witnessed, act on it
- Be consistent

- Establish ground rules
- Avoid bad practice (e.g. allowing children/the class to talk whilst they are speaking/delivering instructions; talking negatively about a child/children to another member of staff whilst the child is in front of them; punishing the whole class or groups for the individual behaviour of a pupil; etc.)
- Keep a record of incidents of bad behaviour

Teaching Assistants

- Assist and support the teachers in carrying out the actions noted above

Supervisory Assistants

- Supervise the children during the lunchtime break according to the guidelines
- Maintain order
- Refer misbehaviour to the appropriate party when necessary

Exclusions:

- Only the Headteacher or acting Headteacher has the power to exclude pupils from school
- The Headteacher may exclude a pupil for one or more fixed periods for up to a total of 45 days in one school year
- The Headteacher may exclude a pupil permanently
- It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion if the situation warrants this
- The parent/guardian of the pupil must be informed immediately exclusion occurs
- The parent must be informed of: the period of exclusion, the reason for the exclusion, that an appeal can be made to the governing body about the exclusion, the way in which the appeal can be made
- The governing body has a discipline committee which considers any exclusion appeals on behalf of governors

Rewards

For trying my hardest and doing my best, for being helpful and kind and behaving properly I might get:

- Verbal Praise
- Stickers
- Merits
- Sent to Mr King, Mrs Parker or Mr Johnson for a BIG Sticker
- Postcards sent home
- Golden Time



Consequences

If I don't follow the class and school rules I will:

- Be given a warning
- Move my name down to yellow:
 - Miss 1 minute of playtime
 - Miss 2 or more minutes of playtime
- Move my name down to red:
 - Be asked to work in another classroom for 15 minutes
 - Sent for Time Out with a Deputy Head or the Headteacher
- Be asked to meet with my parents and teachers to discuss my behaviour



Name: _____ Date: _____

Appendix C(i)

	Before School/ Registration	Lesson 1	Playtime	Assembly	Lesson 2	Lunchtime	PM	Signed
Monday								Teacher Parent
Tuesday								Teacher Parent
Wednesday								Teacher Parent
Thursday								Teacher Parent
Friday								Teacher Parent

Monitored by: _____

Other Comments

Monday
Tuesday
Wednesday
Thursday
Friday



Date: _____

Name: _____

Appendix C(ii)

	Lesson 1	Playtime	Assembly	Lesson 2	Lunchtime 12:15 - 1:05	PM	How I Think My Day Went
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							



No problem



Small disruption



Time out

Remember to colour the smiley face in after each session.

Think Sheet

My name is

The date today is

I have to fill in this think sheet because I.....

.....

.....

The right thing to do would have been

.....

.....

I can start to put this right by

.....

.....

.....

Line-up Code

When I am asked to line-up I:

- walk to the end of the line
- leave a person space
- keep my hands and feet to myself
- keep quiet and still

Movement Around School

- Use our 'Our Line Up Code'
- Be settled before setting off
- Walk to set points and wait
- Hold the door for others to pass through
- Walk to the left hand side of the corridor and stairs
- Pick up fallen articles of clothing

