

Mendell Primary School



BEHAVIOUR POLICY



Adopted by Governing Body:
To be reviewed:

Aspire Challenge Achieve



Mendell Primary School

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Behaviour Policy (November 2022)

This Behaviour Policy is based on two key principles:

1. The vision of Mendell Primary School
2. Our four school rules; Be safe, be ready, be respectful and be kind

Our Vision

Aspire, challenge and achieve

Policy Objectives:

To provide a framework to ensure a happy, secure and orderly environment where the pupils can learn and develop as caring and responsible people. It is written for all members of the school community, to allow everyone to understand the policy of Mendell Primary School and apply it consistently and fairly.

It seeks to create a caring, learning environment in the school by:

- promoting positive behaviour for learning
- providing a clear framework of rewards and consequences that are understood by all members of the school community and are communicated to parents
- promoting positive self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring fairness of treatment for all
- providing a safe environment free from disruption, violence, bullying and any form of harassment
- encouraging a positive relationship with all parents and carers

Positive behaviour is encouraged through all areas of the curriculum as we believe that children respond best to praise and encouragement.

The SEND Code of Practice

Where there are SEND needs or mental health needs, reasonable adjustments may need to be made. Treating all children in the same way may be unlawful where disability affects behaviour.

For more details on how the school supports children with SEND needs, please see the school website.

Measures to Prevent and Tackle Bullying:

As a school, we believe bullying is the persistent use of any kind of behaviour with the intention of hurting, frightening or threatening another person, and which results in pain or distress to the victim. There are many definitions of bullying, but most consider it to be:

- Deliberately hurtful (including aggression)
- Repeated often over a period of time
- Difficult for victims to defend themselves (The Children's Act 2004)

We define bullying as having occurred **several times on purpose (STOP)**. All Staff, governors, children and parents should have an understanding of bullying and clear procedures for reporting bullying should be understood and followed.

For more details around the policy and procedures involved with bullying, please read the school's Anti-bullying policy. (<https://www.mendell.wirral.sch.uk/policies>)

Roles and Responsibilities

The Governing Body

The Governing Body is responsible for:

- Reviewing and approving the school's positive behaviour values
- Monitoring the policy's effectiveness.
- Holding the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for:

- Ensuring that this policy is carried out in full
- Organising and leading training
- Analysing data collected around behaviour
- Reporting to Governors
- Ensuring that there is good communication between children, staff, parents and external professionals
- Ensuring that this policy remains in line with other policies linked to behaviour, for example anti-bullying policy

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular children
- Reporting behaviour incidents appropriately (CPOMS, Class Dojo)
- The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents and carers have responsibilities which will contribute to maintaining positive behaviour in and around our school:

- To support regular attendance and punctuality
- To ensure that their child arrives at school appropriately dressed and with resources to equip them for the day e.g. book bag, reading diary, water bottles, adequate PE kits and weather appropriate clothing (plus forest skills equipment on organised days)
- To support the school so that their child is actively encouraged to participate fully in their day to day school work and in the wider life of the school community
- To ensure that the school is notified of any concerns or problems that might affect their child's work, behaviour or happiness
- To support the school in carrying out the behaviour system by helping children to understand why consequences may have been put in place (these may be negative consequences e.g. having to stay in at break or positive consequences for example a Dojo message to parents)
- To keep in contact with the class teacher so that communication can be open and honest
- To ensure regular attendance at parent consultations to discuss progress and behaviour
- That they themselves are a good, positive role models, showing courtesy on the school premises at all times

Whole School Reward System

Mendell Primary School uses a school wide reward system based on points which are issued through an online system called ClassDojo. These points are closely linked to the four school rules:

- Be Ready, Be Respectful, Be Kind and Be Safe

Points can be awarded for work, behaviour, manners and any other positive action a pupil may show. These points are available for parents / carers to see via the ClassDojo app. Half-termly certificates / rewards may be awarded to the pupils in each class who have acquired the most points.

Merit Awards / Good Work Certificate

Merit Awards are issued each week to any pupil in a class who has been a good role model and school citizen. Good Work Certificates are issued to any pupil who has produced a piece of work which deserves additional recognition celebrating progress and attainment. Merit Awards and Good Work Certificates are read out in Whole School Celebration Assembly each Friday.

Whole School Consequence System

As a school we use a consistent approach throughout the school. The system follows a 'five stage' process which shows each consequence, the behaviours that will trigger the consequence and what the next step will be if their poor behaviour choices continue.

- Every classroom has the behaviour flow chart on display (See appendix)

Warnings

- Warnings to be recorded on ClassDojo.
- Verbal reminders to children with regard to changing behaviour choices which are not in line with school rules.
- If behaviour choices do not change then a yellow card will be issued.

Yellow cards

- All yellow cards are recorded on CPOMS **and** ClassDojo
- EYFS – discussion with class teacher during lunchtime break.
- KS1 and KS2 - miss 5 minutes play / lunchtime with class teacher. Time used to reflect and discuss behaviour choices and what could be done next time to prevent the outcome. Yellow cards to be reported to class teacher if given by another member of staff. This should be completed at the next appropriate break / lunchtime.
- More than 1 yellow card in a day = 1 red card
- More than 3 yellow cards in a week = 1 red card

Red cards

- All red cards are recorded on CPOMS **and** ClassDojo
- EYFS - Discussion with Deputy Head / Head Teacher and parent informed.
- KS1 and KS2 - miss 20 mins lunchtime (or as deemed appropriate by HT / DHT). This should be completed at the next appropriate lunchtime. Parents informed in person / phone.
- More than 3 red cards in a half term = meeting with teacher / SENCO and parents

Exclusions

- All exclusions **must** be recorded on SIMS **and** CPOMS
- Following 3 red cards a child may be internally excluded from their peers for part / whole day.
- Exclusions can only be carried out by Head Teacher (or Deputy Head if acting as Head Teacher)

- Following a fixed term exclusion, a reintegration meeting with the Head Teacher and the parents must take place.
 - If a child becomes at risk of permanent exclusion, the Head Teacher will inform the Local Authority. A meeting with parents and the LA / Head Teacher will be arranged.
- The Department for Education provide statutory guidance on exclusions from school which can be found on their website (<https://www.gov.uk/government/publications/school-exclusion>)

In certain circumstances we may make amendments to the behaviour flow chart as necessary. For example: amending sanctions for children who persistently get red and yellow cards with no improvements in behaviour.

Additional notes:

Government Guidance on Ensuring Good Behaviour in Schools

Our school believes that staff, parents and the children themselves must share responsibility for the maintenance of high standards of behaviour in our school. This policy follows Government Guidance 'Behaviour and Discipline in Schools 2014'.

Teachers, Teaching Assistants and other paid staff with responsibility for children have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. This also refers to any activity when children are under the supervision of a teacher (e.g on a school trip)

Teachers, Teaching Assistants and other paid staff with responsibility for children can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties include: confiscation, retention or disposal of a pupil's property. Headteachers can also decide to suspend or to permanently exclude a pupil.

Searching Pupils

The Headteacher, and staff authorised by the Headteacher, have the power to search pupils or their possessions, without consent, where they suspect the pupils to have prohibited items (e.g. knives and weapons, alcohol, illegal drugs, tobacco and stolen items). These items can be confiscated, and the law protects staff from liability for damage, provided they have acted lawfully.

Use of Reasonable Force

All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, in order to maintain good order and discipline in the school. We have a number of staff who are 'Team Teach' trained.

Racist and Homophobic Incidents

Any racist or homophobic incidents such as name calling will be referred to a member of the SLT immediately. Parents must be informed, and the incident must be recorded on SIMS and CPOMS. These will also be recorded on a 'Targeted Behaviour Form'

Peer on peer abuse

Appendix

