

Mason Moor Primary School

Policy Document

Policy for:	Behaviour
Overarching Area:	Safeguarding
Other policy links:	Child Protection Staff Behaviour Policy, including Safer Recruitment Welfare and Safety Education Attendance and Punctuality
Governors' Ratification Date:	15 March 2016
Revisions and Amendments:	

This is part of Mason Moor Primary School's Safeguarding Policy. It is a document which:

- **Defines how children's welfare is at the centre of everything we do**
- **Details the ways in which we work proactively and reactively to educate and protect**
- **Clarifies everyone's roles and responsibilities**
- **Contains policies that link to safeguarding as constituent parts**

Statement

In everything we do, the welfare of the child is paramount and central¹.

As you read this policy this statement should be clear. Working at or visiting our school, you should see this brought to life in:

- **The atmosphere**
- **The conduct and behaviour of staff**
- **The teaching and learning**
- **The fabric of the building (displays & signs)**

The Behaviour Policy

- Rewards and Sanctions
- Anti-bullying
- Use of Reasonable Force and Positive Handling
- Child's Version of the Behaviour Policy

Underpinning principles, values and philosophies

Principles: agreed by Pupils, Staff and Parents' Forum

Everyday should be a fresh start

- 'Even if you had a bad day yesterday, you can come in the day after and it is brand new.'
- 'Not every day should be a fresh start – you might forget the things you have learnt.'

Learning time is precious and must be valued like gold and silver.

- 'You will get a better job when you are older.'

No-one may steal your learning time from you.

- 'It is not fair.'
- 'My child doesn't like having their learning time interrupted.'
- 'The children who are making the right choices should be prioritised.'

If learning time is wasted, it must be made up.

- 'I agree because when you go to the shops you need to know how much change so you need to learn maths.'

If you make a mistake, you can turn it around.

- 'You have time to think about it then you are able to start again.'

¹ Working together to safeguard children March 2015 page 8

- ‘Children who repeatedly make the same mistake need to understand that they can’t have a fresh start.’

Every choice we make has consequences. Some will be positive and some will be negative.

- ‘We all agree because you need to take responsibility for your own actions.’

Values and Philosophies

We believe that children’s behaviour is often a form of communication. They are trying to solve problems, as opposed to causing them. As a result of their actions, there will always be consequences and children should be taught to realise how their choices can have positive and negative outcomes for them as well as impacting on others. Along with sanctions, should come support to ensure that the child has alternative appropriate options available to them in the future.

We believe that we create an atmosphere where there are more incentives and reasons for choosing appropriate behaviours than for behaving negatively as we do not reward negative or inappropriate behaviour in any way.

Objectives

We manage behaviour:

- Positively
- Fairly and proportionately
- Firmly and with high expectations
- Consistently

Strategies & Specific Actions

Therefore, in order to achieve our objectives:

We manage behaviour positively:

- We look for those children who are making the right choices and commend them
- We use children’s names to personalise positive behaviour management, as this values the individual
- We explain what is ‘good’ about the learning behaviours and highlight them explicitly as opposed to generally
 - ‘Great listening Dean’ as opposed to ‘good boy’

We manage behaviour fairly and proportionately:

- We label the behaviour and not the child, as all of us are capable of making mistakes and we learn from our mistakes
- We listen to children and do not assume a particular child will have behaved in a particular way
- We calibrate and control our reactions modelling fairness

We manage behaviour firmly and with high expectations:

- We know that there may be reasons why children chose certain behaviours or react in certain ways but we do not use these as excuses.
- We work with families and other agencies to address the reasons and ensure that children are supported to make good choices about their behaviour
- We expect all members of the school community to behave appropriately
- We have the highest expectations of behaviour so that learning time is treated respectfully and not wasted or interrupted

- Our high expectations mean that we respond to the first signs of poor behaviour with a 'zero tolerance' approach to interruptions to learning

We manage behaviour consistently:

- We have a shared understanding of what is and what is not acceptable behaviour
- We use the peg boards and other sanctions and rewards in a consistent way by frequently reviewing how we are using them
- We are involved in behaviour of pupils both in and out of school so that children understand that school, families and community work collaboratively.

Management Plans – bringing the policy to life:

The School Charter

The Charter Poster is displayed in every classroom and in shared areas around the school. These are the school rules and have been carefully selected by school stakeholders so that they are meaningful and accessible to all members of the school community.



The Behaviour Ladder

Behaviour is tracked using the school's behaviour ladder:

Step on the Ladder	Actions
Celebrate learning with the Head	Headteacher sticker Postcard posted home
Celebrate learning with an Assistant Head	Assistant Headteacher Sticker Text message home
Celebrate learning with a phase leader	Phase Leader Sticker
Celebrate learning with a teacher	Subject Leader Sticker
Superstar!	Credit for great work
You're Great!	Housepoints
Stop and Think!	Verbal warning relating to the school rules being broken
Time out in a different class	10 minutes time out in another class as they have interrupted their own learning: <ul style="list-style-type: none"> • Child travels independently to buddy class • Time out in a designated time out area • Name is written in the Time Out Class Book
Explain your choices to the Phase Leader	Child is sent to the Phase Leader for the remainder of the session as learning of others has been interrupted <ul style="list-style-type: none"> • Phase Leader contacts and informs parents • Name is written in the Phase Leader Behaviour Book
Explain your choices to an Assistant Head	Child is sent to an Assistant Head for the remainder of the session as multiple rules have been broken or safety has been breached. <ul style="list-style-type: none"> • Child is put on report for 1 week • Parents are informed and attend meeting at the end of the week to review progress • If no improvement FISO and ELSA interventions
Explain your choices to the Head	Child is sent to the Head for the remainder of the day as safety and learning have been seriously breached or repeatedly affected. This child is at risk of exclusion. Parents will meet with the Head. Outside agencies may be involved.



Every child starts at 'You're Great' every day.

Each child has a personalised peg that they use to indicate where they are on the board.

Children can move up and down the ladder in one day. The child's position on the ladder at the end of the day, indicates the extent to which they have been successful.

For negatives moves (down the ladder) the child needs to take each individual step at that time as this provides the opportunity to turn the behaviour around and de-escalate poor behaviour choices

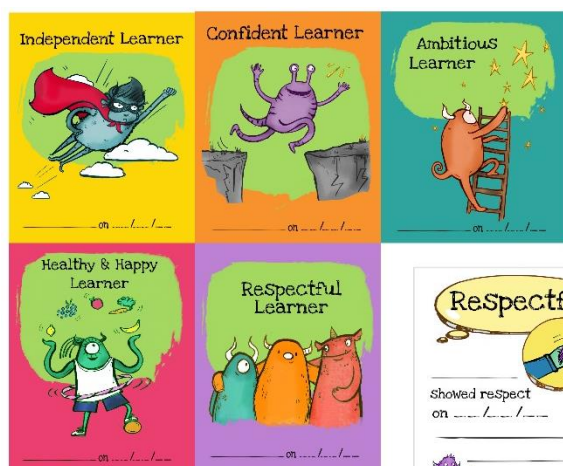
For positive steps (up the ladder) the child needs to wait until the end of the afternoon (after 14:30) so that they maximise the opportunity to get as high on the ladder as possible and that we are not devaluing praise.

Each step on the ladder has its own reward or sanction depending on whether it is a positive step up or a negative step down.

The same people are involved for both positive and negative reasons.

Cards and Pouches

Pupils can earn cards as rewards for working within the school charter and embodying the school values. These cards can be awarded by all members of staff.



Housepoints

We have four houses named after local places of significance in our city:

Mayflower	Events are organised for inter-house competitions so that children learn how to behave appropriately in competitive situations and cope with winning and losing.
Sea City	Housepoints are awarded to individuals for effort, progress and attainment in their work. Points are recorded individually as well as contributing to the team's total. The totals are collated and the winning house for the week is announced every week in Celebration Assembly.
Holyrood	
Bargate	House Captains lead their teams and are model pupils selected from the Y6 prefects.

Siblings are allocated to the same house and each house represents the diversity within our school community.

Celebration Assembly

Every week teachers select a pupil from the class as the 'Pupil of the Week'. Their achievements and the reasons for the award are shared with the whole school by the class teacher. The parents are invited to attend the assembly.



Governors' Award Ceremony



Twice a year teachers nominate pupils for the Governors' Awards. These are the most prestigious awards that pupils can earn at Mason Moor. The awards ceremony includes the parents of the winners being invited and governors and other distinguished guests presenting the awards. The overall group winners are awarded trophies as well as certificates.

The categories are:

- Academic achievement in the core areas of the curriculum:
 - Reading
 - Writing
 - Maths
- Academic ability and attitudes to learning:
 - Outstanding Achievement Cup
 - Outstanding School Citizen Cup
 - Mason Moor Learner
- Head Boy and Head Girl

Sanctions

Apologies

- We will always be expected to apologise
- We will sometimes be expected to write a letter or card of apology

Restorative Practice:

- Children will be asked to put right what they have done wrong. This might include cleaning something they vandalised or repairing something they have broken
- If it is not appropriate for them to make the repair, they will be asked to support the site manager or site team in performing other duties

Loss of Free Time:

- Children will be expected to use their break or lunchtimes to pay back learning time they wasted
- Children will lose the right to a fixed amount of play or lunch time if they have not used it appropriately

Contacting Parents:

- We will keep parents informed so that we work together to support children in learning to make good behaviour choices.

Internal Exclusion:

- In response to persistent behavioural issues, children will work away from their class

External Exclusion:

- In response to extreme breaches of the school charter, the headteacher will exclude pupils from school. This is a drastic decision as telling a child that they are not a welcome member of the school community is not a decision made lightly. Pupils can be excluded for:
 - Offensive, destructive or aggressive behaviour
 - Repeated offences such as bullying
 - Persistently interrupting learning