

Aspire Academy Trust



Mawgan in Pydar Behaviour Policy

(should be read alongside our Positive Relationships Policy)

Date: Sept 2023

Review Date: Sept 2024

Responsible for implementation: Head of School

Mawgan in Pydar School Behaviour Policy

A Positive Approach

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Mawgan in Pydar School.

It is a working document designed to enhance the development of positive relationships between pupils, adults working in the school, parents and other members of the wider School community.

This policy reflects current practice within the School. Its fair and consistent implementation is the responsibility of **all** staff.

Pupils have contributed to the behaviour policy through their involvement in the development of the school's general rules.

Aims

The aim of Mawgan in Pydar School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The School Behaviour Policy is therefore designed to support the way in which the members of the School can live and work together in a **supportive** way.

We aim to promote an environment where all feel happy, safe and secure. Mawgan in Pydar School wants all its pupils to be increasingly confident and independent – to care for themselves, to be responsible for their personal safety, to develop self-esteem, to take responsibility for their own actions and to take pride in their achievements. **The primary aim of the Behaviour Policy, however, is not a system to enforce rules but rather to promote good relationships**, so that people can work together with the common purpose of helping everyone to learn.

Mawgan in Pydar School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all pupils attend school free from fear (See Aspire Anti-Bullying Scheme for further information).

Expectations of staff

The following expectations should be developed and agreed by staff in the School:

- To be an exemplary role model for children and colleagues.
- To respect all children and treat them fairly by the implementation of consistent rules and sanctions.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and inclusive curriculum.

- To create a safe and stimulating environment that supports children's learning.

Expectations of pupils

The following pupil expectations should be **developed and agreed** by children in the school.

- To work to the best of their ability and allow others to do the same.
- To treat adults and children with respect and to be aware of the impact of their behaviour on others.
- To follow the instructions of all adults who work in the school.
- To take care of and respect property within the school environment and community.
- To follow the agreed School Rules.

Expectations of parents/carers

Parents and carers are asked to support the School's Behaviour Policy by:

- Ensuring children are aware of appropriate behaviour in all situations and being aware of the school rules and expectations.
- Encouraging independence and self-discipline and showing an interest in all that their child does in the School.
- Ensuring that their children attend school in good health, punctually and regularly.
- Enjoying good relationships with the school and supporting the school in the implementation of this policy.

A Positive Approach

We believe good discipline arises from good relationships and from setting expectations of good behaviour. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. Therefore, we strive to provide positive everyday experiences so that our pupils are more likely to reach their full potential.

The core beliefs of Mawgan in Pydar School are that:

- Behaviour can change and that every child can be successful.
- Praising and using a system of rewards are more likely to change behaviour than blaming and demanding. Using a positive system of rewards will increase pupils' self-esteem and thus help them to achieve more.
- Celebrating success helps pupils to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- We consider the safety of other pupils and minimise disruption while helping pupils acquire self-discipline.
- Reinforcing good behaviour helps our pupils feel good about themselves.

School Rules

The school's rules are:

1. Work hard and do your best

2. Be helpful, thoughtful and kind
3. Look after each other and each other's property
4. Listen carefully to other people
5. Tell someone if you feel unhappy

As well as the School Rules, every member of the School community should apply the following principles:

- *If you don't stop the inappropriate behaviour you are condoning it;*
- *You own your own behaviour;*
- *Good manners and courtesy are essential.*

Rewards and Sanctions Overview

The pupils must be aware of the rewards system that is in place and the consequences which are used to help pupils to think about their behaviour and to develop a positive attitude towards learning in school.

These are clearly displayed in each classroom.

Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour.

Our system is flexible to take account of individual circumstances.

The emphasis of the School's discipline policy is on REWARD and PRAISE, which should be given whenever possible for both work and behaviour.

All staff should operate our **stepped approach** to sanctions, which allows pupils to identify the next consequence. Pupils for whom this approach is not appropriate, will have an individual behaviour plan detailing alternative rewards and sanctions.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the School through informal praise.

Wherever appropriate, pupil's best efforts will be celebrated.

Pupils who have positions of responsibility (Pupil Jobs) will receive recognition for doing their job well.

Rewards may involve:

- Verbal praise
- Verbal praise to parents about their pupils
- Stickers and stamps
- Certificates
- Dojo points
- House points
- Sending good work to other staff members or the Head of School for reward or praise
- Special responsibility jobs
- Class wide rewards

- House Team rewards

Cumulative Rewards- individual (Y1-6)

- Dojo points
- 50 dojo points = prize from Golden box in Friday's 'Well Done' Assembly

Sanctions for unacceptable behaviour

Just as a child makes a conscious effort to follow the rules so there is a decision on the part of the child to break them. When this happens the teacher places the responsibility where it should be, on the child. There are strategies and sanctions that may be used by staff to encourage the child to develop greater self-esteem, self-discipline and thought for others.

1. The child is given a verbal reminder as a way of signalling inappropriate behaviour:

1. Use the child's name
2. Indicate to the child the rule being broken
3. State the effect that breaking the rule is having , or could potentially have

For example, '*****, you were talking when you should have been listening. You have chosen to break the school rule of listening carefully to others - so you have been given a warning. This is disturbing others from their learning.

2. The second time a child chooses to break a rule it is important they know they have received a verbal warning and what the next step will be in the process if they continue to make the wrong choices:

For example, '*****, I've already given you a warning this session/lesson/playtime now I'm reminding you to STOP AND THINK about your behaviour and the impact it is having on others. If you do it again you will be given time to reflect on your behaviour'.

3. The third time a child chooses to break a rule, time will be given to reflect within the classroom. A space reserved for a child, near an adult will be allocated. The adult will speak quietly with the child about their behaviour and the impact it is having on others and the learning environment. This will encourage the child to reflect on their behaviour and also encourage others to make the right choices.

4. If a child chooses to break a rule a fourth time then they will have time to reflect in a partner class or with the Head of School and their parents will be informed. Reflection time may be during the lesson or during break time, whichever is most appropriate.

Considerations to be made should this happen:

- How long for?
- What will they do?
- When will the child's parent/carer be informed?
- Who will inform the child's parent/carer?

Exceptions to the stepped approach which may result in internal/external exclusion (see page 7):

Parents will be contacted if a child is found to be absconding, fighting, being repeatedly defiant, continual non-compliance, swearing or deliberately hurting an adult or another child.

Parental involvement

The development of positive behaviour patterns and self-discipline is seen to be a gradual process which begins at home. Mawgan in Pydar School welcomes the interest and close involvement of parents and we expect that parents will support the agreed Behaviour Policy.

If a child's behaviour gives particular cause for concern, parents will be involved as soon as possible. Parents are invited to work with the school in order to support the child to develop appropriate behaviour.

Children who persistently have difficulties with their behaviour will have a personal behaviour plan, agreed with the parents, staff and the child.

If a behaviour problem is severe or recurring, suspension and exclusion procedures may be implemented, following correct procedures.

Or, on rare occasions, it may take the form of a permanent exclusion (see 'fixed-term suspensions and permanent exclusions' below).

Dealing with serious incidents

We have the right to take measures to keep pupils and staff safe.

These measures include:

- the legal right to confiscate inappropriate items from pupils such as sharp implements;
- statutory powers to discipline pupils who behave badly on the way to and from the School bringing it into disrepute;
- the Head of School has the power to search pupils if they suspect one of them is carrying a knife or other offensive weapon;
- a legal duty to make provision to tackle all forms of bullying;
- use of reasonable force by staff to ensure the safety of a child if trying to abscond from the premises or risk their own safety or the safety of others.

There will be zero tolerance of any form of serious assault on pupils or staff.

The Head of School, Strategic Partner and the Hub Council of the School have a duty of care to all pupils and staff, and this Behaviour Policy takes appropriate account of the health and safety of all children and adults in the school.

Fixed-term suspensions and permanent exclusions

Only the Head of School has the power to suspend or exclude a child from the School. The Head of School may suspend a pupil for one or more fixed periods, for up to 45 days in any one academic year. The Head of School may also exclude a pupil permanently. Before taking such a step the Head of School will have liaised with the Strategic Partner, the Hub Council, the Aspire Board, the Education Welfare Service, County Psychological Service or the school medical officer.

If the Head of School suspends or excludes a child, they will inform the parents immediately, giving reasons for the suspension or exclusion. At the same time, the Head of School makes it clear to the parents that they can appeal against the decision to the Hub Council. The School informs the parents how to make any such appeal.

The Head of School informs the Local Authority (LA) and the Hub Council about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Hub Council itself cannot either suspend or exclude a child or extend the suspension or exclusion period made by the Head of School. Your child may be suspended or excluded from school by the Head of School for a number of reasons, and for anything from a half-day to permanently.

Mawgan in Pydar School will adhere to the principal legislation guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' September 2023, which relates to :

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- Section 89 of The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

Fixed Term Suspensions

If a child's behaviour shows no improvement after all available options to the school have been used, and all the above procedures followed, then a child will be suspended for a fixed term. This can be one day or up to five days.

Other reasons for a fixed term suspension:

- physical or threatened assault on another child or member of staff;
- verbal abuse or threatening behaviour against a pupil or an adult;
- constant disruption to the education of other children;
- persistent disruptive behaviour;
- persistent bullying;
- Sexual misconduct including (lewd behaviour);
- Drug and alcohol related incidents;
- deliberate and wilful damage to school and personal property;
- theft including school property, personal property, local shops or during a school outing and/or selling or dealing in stolen property

It is likely that a combination of the above will contribute to suspension or exclusion. Parents will be contacted immediately and invited into school to discuss the seriousness of their child's actions.

Permanent Exclusion

Permanent exclusion will only be used as a last resort, in response to the most serious of incidences listed above:

- a serious breach, or persistent breaches, of the school's behaviour policy; and

- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Serious breaches that may lead to permanent exclusion include:

- persistent long term defiant behaviour;
- threatened or actual physical assaults;
- sexual abuse;
- supplying illegal drugs or carrying an offensive weapon.

Exclusions will not be imposed immediately, unless there is an immediate threat to the safety of others in the school. Before deciding to exclude we will ensure that:

- a thorough investigation has been carried out;
- the child being considered for exclusion has been encouraged to give their version of events;
- consideration is given to whether the incident may have been provoked, for example by bullying or by racial harassment;
- a written record of actions taken and interviews with the child are kept - including any witness statements which should be signed and dated wherever possible;
- an exclusion is only made where the evidence shows that the child was responsible for the incident.

Monitoring

The Head of School, supported by the Strategic Partner, will monitor the effectiveness of the Behaviour Policy on a regular basis, reporting to the Hub Council on the effectiveness of the policy, and if necessary, make recommendations for further improvements.

Appendix 1

DfE National Standard List of Reasons for Exclusion

The DfE has produced a national standard list of reasons to be used when reporting an exclusion. The 12 categories should cover the main reasons for exclusions and the 'other' category should be used sparingly. The further details suggesting what the descriptors cover should be used as a guide and are not intended to be used as a tick list for exclusions.

Physical assault against pupil Includes:

- fighting
- violent behaviour
- wounding
- obstruction and jostling

Physical assault against adult Includes:

- violent behaviour
- wounding
- obstruction and jostling

Verbal abuse/threatening behaviour against pupil Includes:

- threatened violence
- aggressive behaviour
- swearing
- homophobic abuse and harassment
- verbal intimidation
- carrying an offensive weapon

Verbal abuse/threatening behaviour against adult Includes:

- threatened violence
- aggressive behaviour
- swearing
- homophobic abuse and harassment
- verbal intimidation
- carrying an offensive weapon

Bullying Includes:

- verbal
- physical
- homophobic bullying
- racist bullying

Racist abuse Includes:

- racist taunting and harassment
- derogatory racist statements
- swearing that can be attributed to racist characteristics
- racist bullying

- racist graffiti

Sexual misconduct Includes:

- sexual abuse
- sexual assault
- sexual harassment
- lewd behaviour
- sexual bullying
- sexual graffiti

Drug and Alcohol related Includes:

- possession of illegal drugs
- inappropriate use of prescribed drugs
- drug dealing
- smoking
- alcohol abuse
- substance abuse

Damage Includes damage to school or personal property belonging to any member of the school community:

- vandalism
- arson
- graffiti

Theft Includes:

- stealing school property
- stealing personal property (pupil or adult)
- stealing from local shops on a school outing
- selling and dealing in stolen property

Persistent disruptive behaviour Includes:

- challenging behaviour
- disobedience
- persistent violation of school rules

Other Includes incidents which are not covered by the categories above but this category should be used sparingly.

Appendix 2

Serious Behaviour & Consequence Ladder

Within Mawgan-in-Pydar Primary School most minor behavioural issues will be dealt with by the class teacher in consultation with the Head of School and, if necessary, the parents. Sanctions will follow the procedures laid out in the Behaviour Policy. However, if the nature of the behaviour demonstrated by the child is of a serious, continuous and escalating nature then the consequences are reflected below.

The exclusion related consequences have been cross-referenced against the DfE list. (Appendix 1)

When applying these consequences always consider the child's level of need (SEND) and age.

Behaviour	Persons Responsible	Consequence
Continued transgressions where school has exhausted all avenues of support can result in permanent exclusion		
Continued physical attack, assault to a member of staff or pupil which may include bruising, drawing blood, spitting and threat. Continued non-compliance, despite all strategies being in place and the inability of the school to contain a pupil.	Involvement of: Head of School Ed Psych Behaviour Support Services SENDCo Class teacher/TA Parents + any other external agencies related to the child's specific needs	At this point fixed term exclusion will be considered. The length of the fixed term exclusion will be at the Head of School's discretion depending upon the severity of the incident and taking into account the health and well-being of the staff involved and the other pupils in the class. All exclusions will be discussed and agreed with Governors and can, at any point be made permanent.
Violence towards a member of staff or another pupil. Leaving school premises without permission, placing self in danger.	Involvement of: Head of School Ed Psych Behaviour Support Services SENDCo Class teacher/TA Parents + any other external agencies related to the child's specific needs	Formal meeting with parents, Head of School and class teacher. The Behaviour Support Adviser will be included if appropriate. Written follow-up sent to parents. The child is now considered at risk of exclusion. This may again be fixed term (depending on the severity of the incident) or permanent.
Oppositional defiant behaviour with no regard to learning, school organisation or peers, such as repeated/consistent: Disruptive behaviour in class Running from staff member Verbal abuse (swearing or sexually explicit) Aggression towards peers	Involvement of: Head of School SENDCo Class Teacher/TA Behaviour Support Worker Parents	Head of School with SENDCo and class teacher meets formally with parents. Individual behaviour plan agreed of strategies to use at home and school. (IBP) Behaviour log / home link book used regularly. Referral to Behaviour Support Service made by SENDCo. Fixed term exclusion will be considered.
Continued negative, attention seeking behaviour. Non-compliance, intent to harm, swearing, inappropriate use of property.	Involvement of: Head of School Class teacher/TA SENDCo Parents	Head of School informed, child spoken to. Involvement of parents by class teacher and SENDCo. Home school diary established. Fixed term exclusion will be considered.
Rudeness to a staff member or pupil e.g. name calling, sexually explicit gestures, or language, swearing, aggressive play	Involvement of: Head of School Assistant HT/Team Leader Class teacher/TA Parents	Dealt within guidelines of Behaviour Policy by class teacher and supported by the Team Leader/HT. Sanctions within the guidelines will be at the discretion of the teacher/HT. Behaviour logged and dated. Fixed term exclusion will be considered.