



Behaviour Management Policy

(including Exclusion procedures)

Adopted by the Governing Body of
Steeple Morden Primary School

This policy is to be reviewed: Three Yearly

The next review date is: 2024

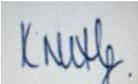
Review is the responsibility of: The Headteacher

REVIEW HISTORY

Review 2 ratified: December 2015

Review 3 ratified: January 2018

Review 4 ratified: 10 Feb 2021

Signed: 

Chair of Governors

Dated: 10 February 2021

Signed: 

Headteacher

Dated: 10 February 2021

1. RATIONALE AND AIMS

1.1. At Steeple Morden C of E Primary School we believe that all members of the school community have rights.

- We all have the right to learn.
- We all have the right to feel safe.
- We all have the right to feel happy.

1.2. In order to uphold these rights we believe that children have the right to know what is expected of them and that they have opportunities to demonstrate that they can respond appropriately. We aim to keep the number of 'school rules' to a minimum, but for them to be clear and relevant to children of all ages.

1.3. We aim:

- To provide a safe, caring environment where children can develop a positive set of attitudes towards everyone in school and the wider community.
- To create a supportive and friendly atmosphere in which children can develop a set of moral values such as honesty, mutual respect, empathy for others and tolerance of other religions, races and points of view.
- To treat all children fairly and consistently while recognising that each child is an individual who needs to develop self-esteem, confidence and feelings of self-worth.
- To encourage children to work co-operatively, taking responsibility for their own actions.
- To create an environment conducive to learning, providing a stimulating, broad and balanced curriculum that meets individual needs.
- To work collaboratively with parents and carers in all aspects of behaviour, rewards and consequences.
- To include all members of the school community in the monitoring and evaluation of this policy.
- We place our expectations for positive behaviour within the framework of our School Ethos and Christian character. We actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faith and beliefs. (As set out by the government in the 'Prevent' strategy, 2011).

2. EXPECTATIONS

2.1. As per our Ethos statement (Appendix 1)

- At Steeple Morden School we want our children to grow up as happy, confident, healthy and respectful individuals.
- Whilst keeping safe, we support our children to take risks in their learning, and take pride in doing their very best.
- We aspire for our children to be inquisitive and caring about their community and the wider environment
- We encourage our children to take every opportunity provided to enrich their education and make the most of their time with us, and each other.
- In essence, we want every child to **Be Brave, Kind and the Best they can be**

2.2. In line with our Christian distinctiveness we tie our ethos and expectations into the message of Matthew 18 v12-14; the Parable of the Lost Sheep. We use this scripture to

help children understand how bravery, kindness and a willingness to do their best can have a positive impact on themselves and on others.

- 2.3. These values will be taught and demonstrated through assemblies, PSHE lessons, class teaching and our relationships.
- 2.4. It is made clear to all children that the expectations for behaviour at playtimes and lunchtimes are the same as for any other time of the day.
- 2.5. All members of the school community are expected, and supported, to
Show kindness and respect – to yourself, others, property and the environment;
Be safe – and help to keep others safe too;
Try your best – persevere, seek and take advice, challenge yourself and recognise your achievements;
- 2.6. These three expectations will be explained and modelled at age appropriate levels across the whole school. When discussing behaviours they will be used as a clear, common language but may include further clarification as necessary. (“The language you used today was not **respectful**”, “running along the corridor is not a **safe** choice; you might fall and get hurt”, “by not listening in class you won’t be able to do **your best** work” etc.)
- 2.7. Adults in school act as role models and are subject to the same expectations in their conduct with the children, each other and other members of the community.

3. RESPONSIBILITIES

- 3.1. In order to create a climate in which everyone is able to meet our expectations, staff, pupils and parents have a range of responsibilities. Our **Home School Agreement** (Appendix 3) sets out the various responsibilities of these groups. Parents, the school and children, as appropriate, are asked to read and sign this agreement at the point of entry and each following September.
- 3.2. In addition the **Headteacher** has the following responsibilities:
 - (i) To ensure the implementation of this policy consistently throughout the school and to report to governors on its effectiveness.
 - (ii) To support staff in cases of extreme or continued inappropriate behaviour through conversations with or withdrawal of the child.
 - (iii) To provide individual or general training for staff as required.
 - (iv) To provide advice and support for liaison between parents and staff.
 - (v) To maintain a record of all serious incidences of inappropriate behaviour, including bullying, any incidents of racism or potential radicalisation.
 - (vi) In line with Cambridgeshire Policy, to carry out fixed-term exclusions for serious acts of misbehaviour and to ensure the governing body is informed.
- 3.3. The **Governing Body** is responsible for overseeing these guidelines on standards of discipline and behaviour, and reviewing their effectiveness, providing support for the Headteacher in their implementation.

4. **PROMOTING GOOD BEHAVIOUR**

- 4.1. Every adult in school has an important part to play in promoting behaviour which meets our expectations. It is our aim to create an environment in which good behaviour is the norm.
- 4.2. We praise and reward children in a number of ways; all staff acknowledge good behaviour and congratulate children and a variety of rewards are used at individual and group level such as smiley faces, stickers, stars, visual rewards, treat time and age appropriate privileges.

5. **MANAGING UNACCEPTABLE BEHAVIOUR**

- 5.1. Children should be helped to understand what behaviour is considered unacceptable and why. Reference will be made to our expectations with warnings to ensure that they know the likely consequences if the behaviour continues. **The child's behaviour and not the child are criticised.** Strategies for avoiding and managing unacceptable behaviour are listed in Appendix 2.
- 5.2. Consequences for inappropriate behaviour must be appropriate to the individual and are timely, fair and consistent. Staff will:-
 - Explain clearly why the behaviour is inappropriate;
 - Listen to all involved and give everyone a fair hearing;
 - Explain outcomes and consequences, providing an opportunity to 'put things right', encouraging the child to identify a suitable course of action;
 - Confirm that everyone is happy that the situation has been dealt with;
- 5.3. If poor behaviour is repeated or there are several incidents in a relatively short space of time, then parents will be involved. If a problem persists, school staff will seek further advice from outside expert agencies such as health professionals or other outside agencies.
- 5.4. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrence of such behaviour. We do everything in our power to ensure that all children attend school free from fear.
- 5.5. **Use of reasonable force**
If the behaviour is serious enough, or in some emergency situations, the 1996 Education Act and the 2006 Education and Inspection Act gives all members of school staff (and also volunteers whom the headteacher has temporarily put in charge of pupils) the right to use reasonable force to control or restrain pupils.
Reasonable force may be used to:-
 - remove disruptive children from the classroom where they have refused an instruction to do so
 - prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
 - prevent a pupil attacking a member of staff or another pupil, or to stop a fight in the playground

- restrain a pupil at risk of harming themselves through physical outbursts
(Use of reasonable force, advice for Headteachers, staff and governing bodies, DfE July 2013)

5.6. Exclusion

Following serious misbehaviour the Headteacher may decide to exclude the pupil for a fixed term period or permanently. In addition, certain actions will result in immediate exclusion (either for a fixed term or permanently). These include, but are not confined to:-

- Violence which put others' safety at risk;
- Behaviour which puts school or personal property at risk;
- Persistent refusal to comply with a request from any member of the school staff;

A fixed term exclusion may also be used to provide a "breathing space" or to put in place other measures to support the child. Permanent exclusion would mean the child continuing their education in another setting. **Exclusion is always the last resort** and will only be used when all other strategies have failed.

6. SPECIAL EDUCATIONAL NEEDS

6.1. Our Behaviour Management Policy works for the vast majority of our pupils. However, as a result of specific special educational needs, some children may not respond to the usual incentives and sanctions.

6.2. A "Pupil Passport" may be created for such a child, detailing small, achievable targets for improving behaviour. This plan will be devised in consultation with the school's Special Educational Needs Co-ordinator (SENDCO), any appropriate outside agencies linked with the school and also the child's family.

7. MONITORING AND REVIEW

7.1. Monitoring

The effectiveness of this policy will be monitored through:-

- Feedback from teachers, Teaching Assistants and Midday Supervisors; informally as well as comments reflected in minutes of meetings;
- The number of children requiring specialist intervention to help them improve their behaviour;
- Feedback from parents, both informally and as part of the annual Parents Questionnaire;
- Pupil voice and feedback through the School Council;

7.2. Evaluation and Review

- The policy will be discussed regularly by the whole staff and with the School Council to ensure that it meets the school's needs and that it is being fairly and consistently applied, particularly following any relevant incidents or concerns.
- It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the policy is administered fairly and consistently.
- A full review will be carried out every three years, with amendments being made as necessary, with the agreement of the Governing Body.

APPENDIX 1

Our Ethos and Values



At Steeple Morden School we want our children to grow up as happy, confident, healthy and respectful individuals.



Whilst keeping safe, we support our children to take risks in their learning, and take pride in doing their very best.



We aspire for our children to be inquisitive and caring about their community and the wider environment



We encourage our children to take every opportunity provided to enrich their education and make the most of their time with us, and each other.

In essence, we want every child to

Be Brave, Kind and the Best they can be



Linked to the parable below to illustrate our values



The Lost Sheep (from Matthew 18, 12-14, Rainbow Good News Bible)



Underpinned by the Ethos from the Diocese of Ely

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level. The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience offered to all pupils.

We believe that our pupils should have every opportunity to achieve high academic standards and develop a full awareness of social and moral values. Our school provides a secure and stimulating environment where children and adults can work productively.

APPENDIX 2

PREVENTATIVE ACTION (Action to prevent unnecessary disruptions)

- Communicate clear expectations
- Agree clear, displayed classroom expectations, co-constructed by the children wherever possible
- Plan interesting lessons
- Cater for individuals
- Have an aesthetically pleasing room
- Have appropriate materials
- Have appropriate seating arrangements

CORRECTIVE ACTION (Action to correct problems when they arise)

Corrective action must be timely, fair and consistently applied.

When carrying out corrective action the member of staff should:

- Use a respectful voice and listen to the child / children involved
- Consider proximity to the child and body language
- Avoid arguing and give clear choices to maximise the child's responsibility for their behaviour
- Focus on the primary behaviour
- Refer to our positive behaviour expectations (show respect, be safe, try your best)
- Be consistent in the use of appropriate action and outcomes
- Use wide support (e.g. peers, other staff, parents)
- Check everyone is happy that the issue has been resolved / dealt with

CORRECTIVE ACTION - STAGED RESPONSE

STEP ONE

Tactical Ignoring

Positive Reinforcement

Identify an example of the behaviour you want and actively acknowledge, respond to or comment on it. There is no need to point this out directly to the child with the inappropriate behaviour – they will hear and see you response to the others.

As soon as you notice the child making a better choice, respond immediately.

Diversion

Tactically ignore the inappropriate behaviour and re-focus the child's attention on something else. This could be the learning task ("Have you managed to include lots of adjectives?") or something unrelated ("Are they new glasses? How long have you had those?")

STEP TWO

Non-verbal Reminder

A known, familiar signal e.g. a hand raised palm outward as a sign to stop.

Rule Reminders

Simply re-state the rule. Don't get caught up in discussion. Restate the rule (Remember we walk in the corridor to keep everyone safe)

Give direct eye contact and restate the rule. Add a "thank you" or "please" to communicate the expectation of compliance.

Simple Direction

Use respectful language accompanied by please and thank you. Keep directions simple. Give a simple direction (If you need to ask a question, put up your hand and wait – without calling out. Thanks.) Then, turn the eye focus away to the on-task members of the class or the lesson itself as is necessary. Allow the child "take up time" to react.

Question and Feedback

Break into a disruption cycle with a question. Start with "What" not "Why".

Blocking

State a direction repetitively.

STEP THREE

Simple Choices

Give a choice that puts the responsibility back onto the child. ("You can either work quietly or move to another table" or "you can play by taking turns or find another game".)

Isolation from Peers

This could be merely redirecting a child to another area of the classroom. This could also include use of a "Time Out" chair/area, although it is recognised that this is often more successful with younger rather than older pupils. Give direct eye contact and a clear instruction. At play or lunchtimes this would involve walking with an adult talking about how to make better choices in future.

Withdrawal of privileges

Move to the back of the line at lunch, staying in for some or all of a playtime.

STEP FOUR

Removal from class / playground

When faced with aggressive, dangerous, or any behaviour that continues to significantly disrupt learning within the group, the teacher may need to remove a child from the class or the playground. If the child refuses, send for the Assistant Head or Headteacher to come and support.

The child could be sent to:-

- a. another, pre-arranged class (normally the relevant Assistant Head if available)
- b. the library or working area for some time to reflect
- c. the Headteacher (although check that she is in and available)

It is normally enough for the exited child to go to a colleague's room to simply cool off for 10-15 minutes and then be allowed to go back to class once settled. The message given to the exited child is, "when you are ready to try your best / play safely etc. you can go back to class / return to the playground.

It is important that the child isn't then subject to continued discussion or questioning. He /she is there to cool off and settle until ready to go back.

If a "think about it" sheet is used at Step 3 or 4 this should be following a discussion about what went wrong and how it could have been avoided through better choices

STEP FIVE - EXCLUSION

If the behaviour is serious enough, the Headteacher may then choose to exclude the child either for a fixed term or permanently. The school follows the County Guidelines on exclusion, in which correct procedures are clearly laid out. Exclusion is only considered for behaviour such as:

- Violence which put others' safety at risk
- Behaviour which puts school or personal property at risk
- Persistent refusal to comply with a request from any member of the school staff

The full County guidelines on exclusion are available on the Cambridgeshire Education portal.