

Meppershall Church of England Academy

BEHAVIOUR POLICY

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Our Vision statement:

At **Meppershall Church of England Academy**, we aim for academic and personal achievement through:

- helping each child to grow their own potential, in an environment of faith, creativity, aspiration, challenge and celebration;
- equipping each person to make their own unique contribution to the school, community, the wider world and the kingdom of God for the benefit of all.

This is based on two texts from the Bible:

- “I have come that they may have life in all its fullness.” John 10:10
- “What does the Lord require of you except to do justly, to love kindness and to walk humbly with your God?” Micah 6:8

Rationale

As a community Meppershall Church of England Academy has consistently high expectations of children’s behaviour to support everyone’s safety, facilitate learning, and allow the development of healthy positive relationships.

In our daily encounters with others in our community, we aim to live out the values which underpin our vision. (LOVE= Live Our Values Every day) We believe that by sharing our high expectations for behaviour with everyone, including parents, there will be a consistency between home and school and that this will have a positive impact on children’s attitude to learning both at school and at home.

Christian values are at the heart of everything we do. All members of the school community aim to make good choices by living out the following values linked to our Christian vision:

- **Respect** for everyone, including their views, their safety and their property
- **Courage** to own up to unwanted behaviours
- **Truthfulness** about what happened in a given situation
- **Justice** for all, considering carefully each individual, and each situation, without prejudice
- **Compassion** through taking time to understand each individual
- **Forgiveness** which follows repentance and leads to reconciliation
- **Trust** that the behaviour choices will be positive in the future

Aims:

The aims of this policy are:

- To provide guidance so we can be consistent in our approach

- For children to develop an understanding of what is acceptable behaviour and know the difference between right and wrong.
- To encourage children to develop self-discipline and responsibility for their own behaviour
- To support children in becoming increasingly independent and to develop the skills of resilience and tolerance for the future
- To develop a sense of respect and care for others and the environment around them
- To advocate excellent behaviour to support learning
- To promote effective and supportive relationships within the whole school community.

Roles and Responsibilities

All members of our community have a responsibility towards achieving the aims of this policy. We expect everybody to behave in a considerate way towards others. We treat children fairly and apply this policy in a consistent and non-judgemental way.

Staff: It is the responsibility of **all staff** to ensure our Meppershall Golden Rules are followed in school and all pupils behave in a responsible manner at all times. Staff will have continued high expectations of pupils in regard to behaviour and strive to ensure that children work to the best of their ability. Positive behaviour choices will be noticed and praised in order to reinforce good behaviour.

In addition, each staff member will ensure:

- The Golden Rules are displayed in their classroom
- The Learning Charter, developed from each year's PSHE Being Me (Jigsaw) lesson is planned, discussed and displayed with each new year group
- They are a positive role model
- Treat all children fairly with respect and understanding
- Use CPOMS to record incidents (as indicated in the Consequences below.)
- Seek advice from colleagues, SLT and the SENDCo as appropriate
- Liaise with external agencies as appropriate
- Report to parents regularly on the social and emotional aspects of their child's school life including behaviour.

Staff are provided with a copy of the school's Behaviour Policy as part of the induction process and behaviour management forms part of our continuous professional development.

Pupils: It is the responsibility of pupils to make positive choices at all times both in school and when outside in the wider community such as when visiting church or on a school trip. By following our Golden Rules pupils will understand how to behave in and around school, creating a positive learning environment.

- We are polite, friendly and helpful to each other

- We listen and follow instructions
- We are kind and caring in our actions and words
- We respect our own property and that of others
- We are honest and tell the truth
- We work hard to achieve our best
- We respect and celebrate our differences

Pupils are also encouraged to support other pupils in the school by setting a good example to others. Some pupils take part in our Pupil Support Scheme by partnering up with another child. This may take the form of a Year 4 child becoming a 'buddy' to a younger child as a positive role model at playtime or a Key Stage 2 pupil regularly hearing a younger pupil read.

Head/SLT: The Head of School and members of the SLT will help to support the staff by implementing the policy and ensuring consistency of standards in expectation and delivery throughout the school. They will ensure the safety and welfare of all children in the school through regular monitoring of behaviour around the school and from the monitoring of incidents reported on CPOMS. In addition, they will report to governors on the effectiveness of the policy and the results of CPOMS monitoring when requested.

Parents/Carers: All parents will be asked to sign the Home School Agreement. As part of this they must inform school of any issues that may affect their children's work or behaviour; support the school policies and rules; foster a positive attitude to the school and encourage their child to treat all with respect and consideration at all times. Minor offences in school will not necessarily be reported to parents, but ongoing poor behaviour or major transgressions will lead to parents/carers being contacted and then invited into school to discuss the best way to support their child moving forward.

Governing Body: It is the responsibility of the Governing Body to monitor the application and effectiveness of the Behaviour Policy during their visits to school and through discussion with the Head of School and other members of staff. In addition, they will continually review behaviour within the school through regular CPOMS updates received from the Head teacher.

Rewards and Consequences

There is a clear list of rewards and consequences that are understood by everyone and applied consistently throughout the school.

Rewards:

Good behaviour is actively recognised and celebrated. We praise and reward children for good behaviour in a variety of ways, including:

- Verbal praise
- Class rewards such as marbles in a jar, stickers, individual points leading to a reward such as Golden time on a Friday in KS1 and bronze, silver and gold certificates in KS2.
- Star Learner certificates
- Golden values certificates
- Communication home to parents
- Tidy Ted
- Head teacher award

In addition to rewards, positive behaviour and successful relationships is explicitly taught and reinforced through PSHE lessons and Collective Worship.

Where a pupil has gone above and beyond in demonstrating our Christian values, this will also be recorded on CPOMS as a positive behaviour record.

Consequences:

Staff consistently employ a clear hierarchy of consequences if children choose not to follow school rules. This ensures that there is a collective approach to managing behaviour. At times, however, professional judgement will need to be applied to the circumstances that surround the behaviour, particularly if pupils have a SEND need or other Personal Support Plan. The series of consequences is as follows:

1. Warning – with positive encouragement to follow the specific rule
2. Repeated warning – pupil moved to another area of the classroom or next to an adult on the playground for a short amount of time.
3. Continued misbehaviour – miss part of break or lunch, repeat or complete work either in another class or at home, apology note, informal communication with parents and SLT notified through CPOMS.
4. Continued inappropriate behaviour or one-off serious incidents – sent to SLT and parents informed and invited to discuss.

Points 3 and 4 will be recorded on CPOMS by the staff member involved.

It is the responsibility of midday supervisor staff and the senior midday supervisor to deal with incidents at lunchtime. They should consult with teachers over the behaviour of pupils and report any concerns.

Some pupils may require further support and in those individual cases pupils will move to a personalised behaviour management plan. This is applied to an individual child and allows us to be consistent in principle but flexible in practise. It will involve more in-depth support of the individual and will require interventions to help them improve behaviour. These can include:

- Regular catch-up with parents/carers at the end of the school day/week
- Personal Sticker chart

- Report card
- Regular meetings with parents to discuss progress
- Pastoral support plan
- Behaviour plan

Behavioural Disorders

We acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs. We understand that there may be incidents of behaviour which require further evaluation such as for ADHD or ASD. When parents or the school raise matters of concern, we recognise the importance of positive and regular communication in order to secure the best outcomes for the pupil. The school adopts a consistent inclusion policy, but there may be occasions when outside agencies will be asked to assist or recommend specific provision or an alternative establishment may be sought which can deal with specific behavioural/childhood problems.

If a pupil has a disability which impacts on their behaviour, reasonable adjustments to the application of the policy may need to be taken into consideration to avoid any child being disadvantaged.

Restorative Practice

We believe the best approach to managing conflict and challenging or disruptive behaviour is by following the strategies related to restorative practice.

This is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. The focus is on developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their behaviour. As such, this approach fits well with our Christian vision, ethos and values. (See appendix 1 for an overview of Restorative Practice.)

In the Restorative Practice model, the child who has caused harm and the child who has been harmed are given the space to hold a restorative conversation. This powerful approach allows children to understand their part more fully, take responsibility for their actions and develop empathy for others' feelings, reducing the likelihood that the harmful behaviour will be repeated.

The child works with an adult to:

- think about their actions,
- review the consequences of their actions and the impact on others,

- agree ways to seek forgiveness, demonstrate repentance and rebuild trust. Forgiveness is an important part of the process which is easily overlooked. It will arise more naturally if both children are involved in the restorative conversation and repentance is naturally forthcoming.

All staff have a checklist of restorative questions that they may refer to when required. (See Appendix 1)

De-escalation strategies

To prevent the escalation of disruptive behaviour, staff employ de-escalation strategies in order to diffuse situations and help pupils make positive voices. This involves using a calm approach, positive phrasing, giving limited choices, being non-judgmental, respecting personal space and allowing time for reflection and decision making. Staff have been provided with a de-escalation script that can be used if required. (See Appendix 2)

Pupil Transition

To ensure a smooth transition to the next year, pupils have 'Step Up' mornings with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Bullying

The school does not tolerate bullying of any form. If we discover that an act of bullying or intimidation has occurred, we act on it immediately to stop re-occurrences of such behaviour. If a pupil has been threatened, hurt or bullied by another child our Anti-bullying policy will be referred to and applied.

Use of physical restraint

The law and guidance for schools' states that adults may reasonably intervene to prevent a child from committing a criminal offence, injuring themselves or others, causing damage to property or engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff will only intervene physically in order to restrain or to prevent injury to a pupil, or if a pupil is in danger of hurting others. Any such intervention is recorded onto CPOMS and the headteacher and parents are informed. Where it can be anticipated that physical intervention is likely to be required, a plan should be put in place which the child and parents/carers are aware of and have agreed to.

Exclusion

In extreme cases, where behaviour management plans have been unsuccessful, we may refer to our Exclusions policy.

Monitoring

Class teachers will monitor low level incidents to see if there is a continuous pattern in this type of behaviour. If issues persist a note will be made on CPOMS.

It is the responsibility of the SLT to monitor CPOMS and to look for patterns which may lead to safeguarding concerns or a change needed in behaviour management policy and practice. The Headteacher will report on behaviour concerns to the governing body.

The Governing Body will monitor behaviour during their visits to the school to see if the policy is being applied consistently and effectively and in addition through review of the CPOMS log.

Appendix 1

Restorative practice

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. It involves helping the child think through their behaviour, the consequences it may have and what they can do to make it better. It is about developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their behaviour.

Primary school restorative practice in action

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- What happened?
- What were you thinking and feeling at the time?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?
- What would you like to happen next?

What are the benefits?

Restorative practices in schools have a number of proven benefits. Children show:

- Improved positivity, resilience and responsibility-taking
- Better behaviour management
- Greater respect and courtesy towards teachers and each other
- Increased empathy
- An understanding of how to make wrongs right.

Schools that use restorative practices have also reported significant reductions in the number of detentions and exclusions. Restorative practices lead to long-term and lasting improvements in behaviour and an improved culture of learning.

Appendix 2

De-escalation script:

- Child's name
- I can see you are feeling...
- I can hear you are ...
- I would like to help
- I would like to understand what is going on
- When you're ready to talk, I will listen
- Come with me and ...