

Messingham Primary School

Behaviour Policy

At Messingham Primary School, we firmly believe that every child in our care has the right to feel safe, secure and happy in school or in off-site activities. The ethos of our school fosters high expectations of outstanding behaviour. Our Behaviour and Anti-bullying policies support this ethos.

Aims:

- That **every** member of the school community recognises their responsibilities
- To provide an environment where **everyone** feels safe, secure and happy
- To provide an environment where **everyone** can achieve their potential
- To set out rules and procedures that are agreed by pupils and staff
- To ensure that our rules and procedures are consistently applied and enforced

Staff as role models/ expectations

If a pupil refuses to follow the rules, then a stepped procedure will be followed. Staff must remain calm at all times when speaking with pupils and **should not use raised voices** – we are the role model for how to behave appropriately. Staff who feel the need to use raised voices as part of their behaviour management will be expected to undertake professional development to learn appropriate strategies. This will then be monitored by the Senior Leadership Team. If you feel that you are losing control, hand over to another member of staff to deal with the situation, reflect on the trigger for you losing control and plan an alternative way of coping if a similar situation crops up again.

To avoid the need for shouting to get the attention of a large group of noisy pupils, staff could use a different source of sound eg clapping or a musical instrument to get the attention of pupils. Once most pupils are listening, praise them to draw the attention of other pupils. If a pupil ignores the expectation, then they are reminded of the rule and given a warning

Staff will accompany their class as they **enter and leave** the classroom. Staff presence will ensure that pupils do not run down the corridors and staff will supervise their class in the cloakrooms.

Encouraging positive behaviour:

At Messingham Primary School, the emphasis is placed on encouraging positive behaviour. Rewards are used to acknowledge when pupils are making the right choices and are handed out by all members of staff.

Individual level: smile, positive comment, sticker; Star of the Day; Class pupil of the week (presented in collective worship), parents of the pupils of the week are invited to this collective worship

Class level - Kindness jars

School level: house points, special events

Class Rules: Each class will display their own set of rules which have been agreed by that class.

Reception: New starters in Reception will be taught the behaviour policy over the first half term in Autumn; after this time, they will be expected to follow the policy consistently. This will take time for the children to fully understand so some allowances will be made to give the children time to adjust. The policy will also be reinforced in Early Years through the use of visual aids. A black raincloud will be used for children to sit next to if they receive a sanction beyond a warning. A similar visual of a rainbow and pot of gold are used for children earning rewards. In the summer term and as part of the transition process, pupils will integrate with the older pupils in the large playground at dinnertime. At this point, children will follow the same sanctions as the rest of the school.

Pupil of the Week

At the end of each day, the class teacher will select one pupil who has shown that they are striving "to be the best that they can be". This will be in terms of behaviour, effort or attitude. In reality this means that it could be a pupil who has tried hard to concentrate for 10 minutes if this is a challenge for them, but it will not be a pupil who is always well behaved and does well in class but who is not giving 100% - teachers will be looking for that little bit extra. This pupil will be the "Star of the Day". The next day they will have the option of wearing a badge so that everyone knows of their achievement.

In addition, the teacher will select a "Pupil of the Week". This person will be presented with a certificate in the weekly Collective Worship and parents invited to attend. Each child will be selected as "Pupil of the Week" once each academic year. Some weeks, more than one child may be selected from a class. They will sit at the front of the hall for this assembly; each child will share something they are proud of.

Kindness jars and kindness champions

Each class has a jar and collects 'kindness points'. One point is given when an act of kindness takes place in the classroom. Up to 3 points can be given if the act is particularly thoughtful. Points are given as pom-poms, which are put in the jar. The class jars are taken to Kindness Assembly each week and the class that have the most points are celebrated. The kindness points are emptied out of the jar ready to start again after the Kindness Assembly.

Class teachers name one child from their class who has stood out for acts of kindness. These children sit on benches during assembly until the next Kindness Assembly.

Children who show kindness out of class are named by staff; these each receive a sticker

Rewards

Teachers and other staff may give pupils small items as a reward or prize eg stickers, pencils etc – these must not be sweets or chocolate. Sweets and chocolates can be given out as part of special events such as the class party.

Teachers will send home Positive Postcards if they feel a child has done something that deserves special recognition.

House Points

On entry to school, each child is put into one of the House teams. Teachers and other staff can award up to 10 house points for effort, attitude and behaviour **in lessons**. A record of points awarded is kept. These are totalled up at the end of the year (along with the points earned in inter-house sporting events) and the House with the most points gets their name put onto the House Team Shield, displayed in the foyer.

Each half term, the totals are collected. On the first Friday assembly of each half term, the points for the previous half term are announced and pupils go into their House Teams until 10:20am to do the following:

1st place - disco in the hall

2nd place - free choice games

3rd place - art activities in the shared area

4th place - tidying areas of the school eg wild area or library

Pupils with additional needs

At Messingham Primary School, we recognise that some pupils may struggle emotionally and socially and additional support in the form of an individual behaviour plan (IBP) may need to be put in place to ensure they can take a full and active part in the life of the school, whilst ensuring the safety of everyone else in school. This will be in liaison with the Head, SENCo, pupil, class teacher and parents. The IBP will be shared with all staff. If necessary, the school will involve the Behaviour Support Team and/or the Educational Psychologist.

As with all behaviour management, consistency is essential so that the pupil knows what is expected of them, where the boundaries are and what the rewards and consequences are.

Pupils with leadership roles

Pupils, particularly in Y6, are asked to volunteer for leadership roles within school. Pupils who take on these roles are seen as exemplars – setting a good example to other pupils. Y6 pupils are asked to take on the role of Playground Buddies. They are trained so they know what to do if a child approaches them or is waiting at the buddy bus stop. The Playground Buddies can be identified by their red sashes.

Pupils representing the school

Pupils who represent the school have a responsibility to be good ambassadors. Their participation in events will be praised and celebrated. If their behaviour falls below expected standards, they will not be asked to participate in the next event that they are eligible for.

House Captains/School Council

House Captains will be elected by staff as pupils leave Y5/move into Y6. The pupils who take on these roles will have shown consistently good attitude, effort and behaviour throughout their time at Messingham Primary School.

School Council representatives will be elected by the pupils.

Sanctions

Sanctions escalate in seriousness:

Rough play or play fighting is not acceptable at school as it often leads to children getting hurt or upset. Pupils are frequently reminded that contact should be "kind" (eg holding hands, gentle High 5s, hugs) and only with the agreement of the other person. If a child is involved with rough play, they will be sent inside for the remainder of the playtime or lunchtime. Rough play is defined as being when the children are all involved voluntarily. It can include play fighting.

Sanction	Warnings	Mediation	Send inside	Reflection group (SLT)		
Criteria	A warning is given to indicate to a child that their behaviour isn't acceptable	When actions have upset another child but the actions don't warrant a more significant sanction	Rough play	One lunchtime	Two lunchtimes	Three lunchtimes
examples	running in the walking zone	low-level name-calling	pulling pushing sitting on jumping on picking up	name-calling to offend, including racist, homophobic and sexist	Stealing	Fighting
	being in the wrong place	disrupting other children's games		lying to a member of staff (this could be in addition to another sanction)	Intimidation	Disrespect to an adult - including: body language tone of voice arguing ignoring
		accidental hurting		damage to property through inappropriate use	*Inciting others to hurt someone either physically or emotionally*	
				swearing or other offensive language		
				unwelcome contact that upsets the recipient eg pushing	unwelcome contact that hurts/injures the recipient eg pushing	
				physical retaliation - children should tell an adult if someone has upset or hurt them		
Next step	Mediation	Adult supervision	Supervised games (Miss Fowler) group for 1 week	Supervised games group for 2 weeks	*anti-bullying policy 3 lunchtimes	Meeting with parent

Reflection group will be led by the SLT with a focus each day eg name-calling; getting angry; developing empathy. The number and nature of incidents that have been logged over a week will determine what is the focus each day. During these sessions, pupils will reflect on their behaviour and consider the impact on others. They will be supported to make better choices in future.

Low level disruption in the Classroom

Low level disruptive behaviour, eg:	Warning	1st base	2nd base	3rd base
Calling out Tapping Disturbing other eg chatting Work avoidance Ignoring adults' instructions Allowing others to distract them any other disruptive actions	There should only be one warning, so the learning of the class isn't interrupted	Discuss the behaviour with adult at the end of the lesson/start of break time	move to 'busy desk' for a few minutes to do a task eg colouring then return to their place	Sent to partner class to prevent further disruption of the lesson. Go to lunchtime reflection club

If it is felt that there is sufficient low-level disruptive behaviour on-going to prevent pupils from being able to learn and staff to be able to teach without interruption, in agreement with the Head Teacher, teachers can introduce a "x strikes and you're out" approach towards a reward activity eg Christmas party, Take-over Day. If the child's behaviour could be a risk eg frequently ignoring instructions or they are frequently being unkind towards others, the Head Teacher may decide that a child cannot attend the residential visits or after school activities eg discos, after school clubs.

Lunch hall

Warning	Eat lunch outside the Head's office the next day
Shouting Leaving the hall whilst still chewing Not tidying away after they've eaten (age-appropriate) Sharing food	Throwing food Spoiling someone else's meal Behaviour that stops another child from eating their lunch eg repeatedly kicking their chair, making unkind comments about their food, not letting someone sit down at the same table

Communication with Parents

We encourage parents to speak with the class teacher initially if they have a concern about behaviour in school, and then to discuss it with the Head teacher if it has not been resolved. **This should be done in a calm and respectful manner. Details of other children involved in incidents will not be shared with parents by staff, nor will specific details of actions taken, other than assurance that the Behaviour Policy has been followed.**

Incidents involving pupils are always fully investigated by staff and the viewpoints of all pupils involved, as well as any witnesses, are listened to before a sanction is put in place. Pupils are supported in developing skills to avoid future conflicts and are encouraged to calmly discuss issues with others to find resolutions.

Parents will be informed that their child will be attending the Reflection Group and why. In contacting the parents, we are not asking for permission to keep their child in at lunchtimes, but are informing them that this is what is happening. Whilst we understand that there might be reasons for a child to behave in a way that is inappropriate, this is not an excuse and the sanctions still apply. If a child has a special need that means they cannot control their behaviour, they will have an Individual Behaviour Plan that takes this into consideration.

The incident will be logged on CPOMs; either a member of staff will speak to the parents directly (face to face or a phone call) or a message will be sent to the parent.

A log will also be kept on CPOMs to include brief details of telephone conversations regarding other matters if it is appropriate to do so eg interventions put in place, causes of concern.

Parents will also be informed when their child is doing well.

Report card

A pupil may be put on a Report Card if:

- They have attended the Reflection Group or had mediation on a few occasions, but the behaviour hasn't improved.
- The class teacher is concerned over low level disruptive behaviour in class on a frequent basis

The class teacher will keep a log of the frequency of low level disruption in lessons and initially discuss their concerns with the child's parents. If this does not have a positive impact, the class teacher will discuss their concerns with the Head who will then speak with the child and warn them that if there is a further warning given that they will go on Report. Parents will be informed.

During the 2 weeks that the child is on report, their behaviour will be monitored so improvements can be praised and acknowledged. It is the child's responsibility to get their report card marked at the end of each session.

At the end of 10 days (days of absence are not included in this time – it must be 10 days in school), the behaviour is evaluated and the Head teacher will decide whether the child comes off Report, if it should continue for a further 2 weeks or if parents should be invited to meet to discuss their child's behaviour. This might result in an Individual Behaviour Plan being written.

Serious incidents

Incidents that are deemed by the staff to be more serious are treated accordingly. The parents of the child concerned will be contacted and they will be informed of the sanctions that reflect the seriousness of their child's actions. This may include (but is not limited to) the pupil having lessons out of the classroom for a time, being kept in at playtimes and lunchtimes for extended periods of time, being restricted in the types of activities they are allowed to take part in for a period of time, increased supervision during playtimes and lunchtimes, or any other sanction that is appropriate depending on the incident. This usually results in an Individual Behaviour Plan being written for the child if there isn't already one in place.

The seriousness of their actions will be conveyed to the pupil and they will, in addition to the sanctions, be supported to make different behaviour choices in a similar situation in future. If necessary, appropriate agencies will be contacted eg CAMHS, P.C.S.O., Family Support Workers, etc either for advice or to make a referral.

The school leaders do not believe that excluding pupils is an appropriate sanction. However, if the behaviour of the pupil is considered by school leaders to require this sanction (in very extreme circumstances), the Chair of Governors will be contacted to agree on the number of days for the exclusion, taking consideration of the Local Authority guidance on exclusions so that it remains lawful. The parents will be contacted and asked to come to school to collect their child and the reasons explained; the length of the exclusion explained, put in writing and shared with them along with a date and time for the return to school. The child will be isolated from all other pupils until their parent is able to collect them from school. A meeting may be held between a member of the Senior Leadership Team and the parents before the child will be allowed to return to school following a fixed term exclusion.

Lunchtime

Pupils leave via the classroom door and go onto the playground. They will be told when it is time to line up for lunch. Pupils leading lunchtime activities/clubs indoors, will be allowed in from 12:55pm with the permission of a lunchtime TA. Pupils should not be asking to do jobs – if the class teacher wants jobs doing, they will ask for pupils to do them and will supervise them.

Hierarchy

The adult who is on hand will initially deal with the incident. If they need support, the hierarchy is as follows:

Teaching assistant – Class teacher – Senior leader – Head teacher

There is 1 senior leaders in school; Emily Morris

At the end of lunchtime, the class teacher should be informed of any injuries and should be tagged into relevant incidents that have been recorded on CPOMs.

Incidents occurring out of school

If school staff are made aware of inappropriate behaviour by one of our pupils on the journey to or from school, school staff will follow this up. Depending on the nature of the incident, parents and/or the PCSO may be contacted. The Head will decide if the behaviour should lead to sanctions in school.