



# Behaviour Improvement Policy



This policy was drawn up and agreed by the teaching, support and lunch time staff, and agreed by the governors at their Autumn Term 1 meeting 2022.

## **1. INTRODUCTION**

The way we behave at school directly affects our ability to learn, teach and successfully communicate with others. Good behaviour and attitudes are the backbone for sound learning at school and is the key to success and happiness.

Self-esteem is the inner picture we have of ourselves-our strengths and our weaknesses. This self-image is shaped from an early age. Too much criticism and too little praise and encouragement can lead to low self-esteem and feelings of failure.

Low self-esteem affects behaviour, learning and relationships. A child who has sound self-esteem has a better chance of being successful in all areas of school life, and of being confident to learn.

Wherever children are growing, learning and testing the boundaries of acceptable behaviour there will be problems. Our success is tested by the way we deal with the problems; not by the absence of them.

This policy aims to set out the expected behaviour of everyone in our school. It defines 'good behaviour' and explains how we will encourage children to behave positively within our school. Raising self-esteem is directly linked to promoting acceptable codes of behaviour in our school. This policy will also define our methods of discouraging negative behaviour in the school.

## **2. OUR MISSION**

We want our school to be a secure, happy place with a family atmosphere, where everyone has mutual honesty, care, trust and respect, and where learning and teaching may take place in a calm and orderly environment.

## **3. WHO IS INVOLVED?**

The development of positive behaviour is the responsibility of everyone involved with the school. It includes such people as governors, all staff, parents, children, outside agencies and members of the local community.

## **4. DEFINING ACCEPTABLE BEHAVIOUR**

Acceptable behaviour depends on the example of us all. Everyone has a positive contribution to make:-

- We all expect to be treated with respect, be listened to when talking, answered when we question and be treated as an individual.
- We all expect to be spoken to politely, be taken seriously and helped when needed.
- We all expect the views, thoughts and beliefs of others to be respected.

- We should all conduct ourselves in a calm, quiet and caring manner.
- We all expect to be able to work and play without fear or intimidation.
- We should all respect our school, our property and that of the people around us.
- Staff expect to be listened to when giving instructions and directions.

## 5. ENCOURAGING ACCEPTABLE BEHAVIOUR

### *Classroom / School Rules*

At the beginning of every academic year, each class will agree a set of class rules and the whole school will be included in agreeing the school rules through an assembly at the beginning of each new school year. These rules will be in a series of positive statements and will be displayed in a prominent position in the classroom / school and constantly referred to.

### *Staff should:*

- ✓ Expect high standards of behaviour, work, honesty and respect
- ✓ Be consistent
- ✓ Be positive and build relationships
- ✓ Know the pupils as individuals
- ✓ Explain and demonstrate the behaviour we wish to see
- ✓ Give praise for acceptable behaviour at every opportunity
- ✓ Inform parents of a child's good behaviour
- ✓ Deal with misbehaviour wherever and whenever it occurs
- ✓ Keep calm
- ✓ Ensure that criticism is constructive and related to aims and targets
- ✓ Carry out any sanctions promised.

The school rules apply at break and lunch time and at any other school-based event.

## 6. REWARDS AND INCENTIVES

- ✓ Praise for acceptable behaviour and high standards of work and effort
- ✓ Awards for acceptable behaviour, good work and effort. (cups)
- ✓ Recognition in front of a group, class or whole school (e.g. celebration or class assemblies)
- ✓ Stickers awarded for good behaviour/helpfulness at lunchtime
- ✓ 'Good to be Green' behaviour awards / privilege cards
- ✓ Team points
- ✓ Parents informed of good behaviour and high-quality work
- ✓ Headteacher informed of good behaviour and high-quality work

## 7. SANCTIONS

A verbal warning will be given before sanctions are imposed, allowing the child to change their behaviour, for all stage 1 levels of unacceptable behaviour – see attached sheet.

Green, yellow and red cards on the 'Good to be Green' scheme.

We aim to emphasise to the child displaying unacceptable behaviour that it is the behaviour we do not like, not the child.

A hierarchy of sanctions will be applied (see attached sheet “Consequences for unacceptable behaviour”). It is expected that this hierarchy will be followed with the next level of sanctions being applied only if the previous has failed.

Regular discussions will take place to ensure that sanctions and levels are being applied consistently by all staff.

Loss of playtimes is in 5-minute intervals. The child should stand quietly, observing others and reflecting on what it means to break the class / school rules. When ‘lost’ time is completed, the child can re-join in the activities.

## 8. SPECIAL NEEDS

There are occasions when the above sanctions may need to be modified, disapplied or changed in sequence. Some of these reasons might be that the child has special educational needs or may be experiencing exceptional circumstances. The Headteacher will always be consulted when exceptions are made.

## 9. BULLYING – see *Anti-Bullying policy*

Bullying, of any form, will not be tolerated in our school under any circumstances.

It is important to remember that bullying is usually repeated over a period of time and is often aimed at those who find it difficult to defend themselves.

It is our policy to encourage children to report any incident of bullying to a member of staff. If the child feels they are unable to do this, then parents must feel comfortable to approach staff themselves, and be confident that their concern/complaint will be dealt with. The procedures for dealing with allegations of bullying are defined in our Anti-Bullying Policy.

## 10. RECORDING

All incidents of unacceptable behaviour are to be recorded- date, time and behaviour (useful for parents’ meetings, trend analysis). The behaviour records will be discussed at staff meetings on a regular basis and any further action agreed.

## 11. USE OF FORCE - See *Positive Handling Policy for further information*

In very extreme cases, there may be times when force has to be used to control or restrain a pupil. Such times may occur when the above measures have failed, or in an emergency. This section defines what types of force may, and may not, be used; when it may be used, by whom and what happens afterwards.

Section 93 of the *Education and Inspections Act 2006* enables school staff employed by Moulton Chapel Primary School to use **reasonable force** to prevent a pupil from:

- committing a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury or damage to property; or

- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

This provision applies when a staff member is on the school premises, and when s/he has lawful control or charge of the pupil concerned elsewhere e.g. on a school trip or other authorised out of school activity.

## **12. COMPLAINTS**

Where a parent has a complaint then the school complaints procedure must be followed. Staff should be aware that the use of force might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures.

## **13. STAFF SUPPORT**

At least one meeting every two terms (working on a six – termly school year) will be held to share strategies that have created success and to discuss problems. It is important that staff appreciate their successes and look after their own self-esteem.

This policy will be reviewed in annually or when new guidance is made available from DFE.

September 2021– review

September 2022– review