

MASHAM CHURCH of ENGLAND (VA) SCHOOL

BEHAVIOUR POLICY

Policy approved by Governing Body	9 December 2019
Reviewed by the Governing Body	7 December 2020
Reviewed by the Governing Body	14 November 2022
Review date	Autumn 2024

We aim for Masham School to be a place of excellence where children can achieve their best in their academic, creative, spiritual and physical development. We are a caring school which gives every member the confidence, opportunity and courage to shine, learn from mistakes and excel. We strive to create and maintain close partnership between children, parents and staff so as to develop children who will be lifelong learners and responsible citizens.

We believe that a child cannot learn effectively unless he or she feels secure, successful and happy. We are committed to helping children to develop socially acceptable attitudes, self-discipline and self-confidence, as well as and acceptance of responsibility for their own actions. We are forgiving, accepting, outward thinking, and above all, kind.

The purpose of our behaviour policy is:

- To help us maintain a consistent approach which supports the aims and values of the school.
- To create a positive and orderly atmosphere which supports teaching and learning.
- To create a safe, secure environment for children and staff through the clarification of expectations, roles, rights and responsibilities.
- To ensure consistent implementation of this policy from all staff especially in the delivery of awards and sanctions.
- To ensure that staff, pupils, parents, governors and visitors to the school have a shared understanding of our practice and procedures with regards to managing behaviour.

At Masham School we...

- Have a Positive Behaviour Blueprint (Appendix 1) based around three main principles of being SAFE, being READY for learning and being RESPECTIFUL. Overarching these is the expectation that the children should always be KIND.
- Our Behaviour Blueprint puts an emphasis on the use of positive praise to acknowledge good behaviour and correct unwanted behaviours.
- Take a personal interest in the progress and welfare of every child.
- Expect all staff to take responsibility for promoting good behaviour at all times.
- Expect all staff and visitors to the school to act as positive role models.
- Seek to show children that if poor behaviour occurs, it is the behaviour we dislike not the child.
- Always take unacceptable behaviour seriously.
- Believe it is crucial to work closely with parents on managing behaviour issues when necessary and especially where there are persistent or serious difficulties.
- Seek to identify and address any persistent difficulties.

- Ensure that all necessary staff are informed of any issues/needs that may arise in order to ensure consistency of approach.
- Greet children warmly regardless of any previous undesirable events on the previous day or session if appropriate.
- Challenge negative comments from other children regarding a child's personality, ability, appearance or cultural background.
- Ensure that vulnerable children – such as those with special education needs, physical or mental health needs – receive sensitive and well-matched behavioural support.

Roles and Responsibilities

At Masham School, we believe all staff and parents share responsibility for managing and promoting good behaviour. In this way, children realise that the way they behave is of importance to everyone.

Staff:

- Class teachers endeavour to ensure that their children behave well at all times.
- Teachers contribute to the open-door policy for parents to deal with their concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate.
- Staff keep a record of significant incidents/log of behaviours for identified children which is monitored and reviewed by the leadership team.
- Teaching Assistants, Special Needs Assistants and Midday Supervisors support the teaching staff in the above.
- The headteacher will be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact.

Parents:

- Parents have a vital role in promoting good behaviour in school. Effective home/school liaison is very important. It is important teachers gain full support of parents when dealing with a child's behaviour, as documented in the Home/School Agreement (Appendix 2).
- We expect parents to behave in a reasonable and civil matter towards all school staff. Incidents of verbal or physical aggression to staff by parents of children in the school will be reported to the headteacher, who will take appropriate action.
- We expect parents to support the actions of the school when consequences are imposed. If they have any concerns about the way their child has been treated, they should initially contact the class teacher.

Governors:

- The Governing Body has the responsibility of setting down general guidelines on standards of behaviour and of reviewing effectiveness of the policy.
- The Governors support the headteacher in carrying out the policy.

Masham School – Behaviour Descriptors Grid

Our overall aim is for all children to make a significant and positive contribution to school life and be an excellent role model to others at all times. We aim for a healthy balance between a positive attitude towards rewards and sanctions to encourage good behaviour which is clearly documented in our **behaviour grid (Appendix 3)**.

The behaviour grid is used for guidance and every incident needs to be considered on its own merits. It considers behaviour in the classroom, around the school, on the playground and when

out representing the school (e.g. on a school trip/visit; when wearing the school uniform to and from school).

PSHE and School Council

Each class timetables regular PSHE (Personal, Social and Health Education) teaching. During these sessions we follow the Primary curriculum as well as discussing issues causing concern, the impact of the problems and how we might go about solving them.

Each year group has a representative on the School Council. The School Council meets on a regular basis to raise issues of concern and discuss school improvement issues/projects.

Supporting children with additional needs

Any child, at any time during their schooling could experience a period of turbulence which may result in unwanted behaviours. For a small number of children, they may have a specific underlying condition/need which should be taken into account. Approaches used to support these children include:

- Discussion with the child about their behaviours
- Continued involvement from and liaison with parents
- Close liaison with the SENCo and Headteacher
- Work which is suitably differentiated to match the child's needs
- Providing additional support in liaison with the SENCo
- Involving external agencies
- Implementation of a behaviour plan
- Investigating options for alternative provision (dependant upon criteria, availability etc.)

Any approaches used will be reviewed regularly and adapted as necessary.

Bullying

Bullying is a particular behaviour by which one person has power over another. Incidences of bullying will be dealt with very seriously and in accordance with the schools Anti-Bullying Policy.

Attendance

Punctuality and good attendance, particularly the prevention of unauthorised attendance, is an integral part of our school policy on behaviour. Encouragement to attend school regularly emphasises positively the importance of school.

Parents will be reminded of their responsibilities for attendance and punctuality when necessary.

Racial Harassment

All incidents relating to Racial Harassment will be taken seriously. It will be made clear to children that such practises are unacceptable and will not be tolerated.

In the Playground

At lunchtime and playtimes, our staff's main purpose is to keep our children safe.

- For unacceptable behaviours the lunchtime staff may refer to the Senior Midday Supervisor or Class Teacher.
- If the matter is 'dangerous/severe' the child(ren) should be taken inside where a member of the teaching staff will assess/deal with the incident.

Resolving Problems

Being fair is of upmost importance. Following an incident, staff must ensure they have listened to both sides and sought witness accounts where possible.

The principle is that the child causing harm is held to account for their behaviour. This means undergoing a restorative conversation that includes:

- Accepting responsibility for the harm caused to the individual being hurt
- Accepting responsibility for the harm caused to others
- Recognising the need to take action, to begin to repair the harm caused
- Agreeing a range of actions in conjunction with all those involved – which will be monitored over an agreed period of time.

Screening and Searching

The Code of Conduct makes it quite clear what items are prohibited at Masham School. The staff reserves the right to screen all children for banned objects – this may involve asking them to turn out their bags or searching children’s trays (for more detailed information about this and confiscation and disposal see Appendix 4)

Use of Physical Intervention

At Masham School we believe that children need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small number of children the restrictive physical intervention may be needed (see Physical Restraint Policy).

Exclusion

In most cases fixed or permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil’s behaviour.

A decision to exclude a child for a fixed period may be taken in response to breaches of the school’s behaviour policy, including persistent disruptive behaviour.

If this occurs parents may be asked to remove their child for a specific, short-term period while intervention strategies are put in place to help the child improve.

Exclusions, whether fixed term or permanent, can only be imposed by the Headteacher or in her absence, a senior teacher.

Where exclusion is used the school conforms to the NYCC and DfE guidance.

If a child is excluded for a period of less than 5 days, the school will provide work – it is parental responsibility to ensure the child completes the work and returns it to the school for marking (NB parents can be fined if their child is found in a public place during an exclusion). From Day 6 of an exclusion, temporary alternative arrangements for schooling will be made for the child.

In the event of a permanent exclusion the LA will contact parents with details of the Day 6 provision.

Behaviour beyond the school gate

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussion for the orderly running of the school.

Masham School cannot be responsible for pupil behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve Masham School children.

Allegations

Any allegation of misconduct against a member of staff will be taken seriously and referred to the LA Officer and dealt with using NYCC procedure (see Appendix 4 for further information).

Success Criteria

We know that this policy is effective and embedded in our practice when:

- All children, staff and visitors feel safe and welcomed into the school.
- Expectations and standards of behaviour are consistently high.
- Teaching staff feel confident and well supported by the Leadership Team in managing children's learning and social development.
- Parents feel that the school deals effectively with unacceptable behaviour.
- Governors are confident that behaviour is well managed in the school and that the ethos is one which promoted a positive approach.
- Visitors are made to feel welcome by children and staff.

Communicating the Behaviour Policy

The Behaviour Policy is available to parents on the school website and is part of the staff induction policy. It is discussed with the children at least annually. It is available on the school's website and from the Admin Office in paper form, on request. Any parent wishing to see the full policy can request it from the Admin Office.

Staff Training

The school has a comprehensive behaviour management training programme that meets the needs of all staff including intensive support for those experiencing difficulties. All new staff are expected to read the Behaviour Management Policy as part of their induction.

Strategies for children in transition

New children will be made aware of expectations via the Home/School agreement which will be discussed with them in their first week of school. The class teacher is responsible for ensuring that new children understand and follow the Positive Behaviour Blueprint and are aware of the systems for rewards and sanctions.

Monitoring and Review

The success of the school's Behaviour Management Policy and provision is evaluated through school self evaluation and reporting activities such as:

- Monitoring of classroom practice by the Leadership Team (included the Headteacher)
- Analysis of tracking data for individual children and for cohorts (class and individual logs)
- Termly inclusion review (carried out by inclusion leader on particular groups of children such as vulnerable, SEN, Looked After Children, those with a disability)
- Analysis of exclusions data
- Monitoring procedures by the Governing Body
- The school development plan (SDP) which is used for planning and monitoring provision within the school
- Feedback from children, parents and staff, both informal and formal (including meetings and surveys)

Linked Polices:

Anti Bullying
 PSHE
 Child Protection and Safeguarding
 Allegations of Abuse against Teachers and Other Staff
 Single Equalities Scheme
 SEND
 Home/School Agreement
 Complaints Procedure (responding to parents concerns)

Appendix 1 – See separate Home/School Agreement

Appendix 2 – See separate Positive Behaviour Blueprint

Appendix 3**Behaviour Descriptors Grid**

This Grid is aimed at helping children know what is expected of them and for staff to ensure they use a consistent approach, especially when dealing with any unwanted behaviours. The children are made aware of this through assemblies, circle time in class and displays around the school. Staff will role model these behaviours and anyone who comes into the school should follow these guidelines.

The Behaviour we expect at Masham School	Rewards/Recognition
<p>Children are expected to:</p> <ul style="list-style-type: none"> • Be polite, respectful and helpful to everyone • Be co-operative in lessons • Be considerate, caring and compassionate towards others • Be honest and keen to learn • Be a positive representative of the school • Carry out responsibilities reliably • Work hard to manage conflict • Show good sportsmanship • Listen quietly and know when its ok to contribute (hands up, talk partner, lolly sticks etc) • Sit sensibly • Be prepared to 'have a go' • Use their initiative in appropriate ways • Be responsible and proactive • Demonstrate excellent behaviour • Try to remain calm and patient even when things are difficult 	<p>Good behaviour is predominantly recognised with praise</p> <p>It might also be recognised in the following (age appropriate) ways:</p> <p>Stickers, house points, praise in collective worship, informing parents of success, fun points.</p> <p>We aim for consistency across year groups where possible/appropriate.</p> <p>Some class rewards are earned over a period of time. However, once any reward has been given it will not be taken back.</p>

<ul style="list-style-type: none"> • Give a quick positive response to adults' instructions 	
<p>Unacceptable Behaviour</p> <ul style="list-style-type: none"> • Goading or provoking others and deliberately getting other children into trouble • Teasing and winding other children up • Spoiling work • Not managing temper appropriately • Being disrespectful • Using swear words, racist language or calling other children names which upset them • Using Social Network sites to abuse, disrespect/bully other children and adults • Disrupting lessons and preventing others from learning • Taking others belongings • Needing a lot of reminders to follow instructions (age/need appropriate) • Refusing to follow instructions after two warnings and plenty of encouragement • Chasing people when they don't like it • Calling out • Hurting others • Negative peer pressure • Bullying • Bringing the school into disrepute 	<p>Consequences</p> <ol style="list-style-type: none"> 1. Positive reinforcement 2. Warning/choices and consequences 3. Sit away from others 4. Sent to another class/headteacher (dependent upon severity of behaviour) for reflection <p>Other consequences</p> <ul style="list-style-type: none"> • Miss playtime • Parents informed as appropriate • Internal/External exclusion at discretion of headteacher <p>Putting things right</p> <ul style="list-style-type: none"> • Apology (verbal or written) • Other as appropriate.
<p>Dangerous/ Severe behaviour</p> <p>Any act which puts other people at risk either physically or emotionally:</p> <ul style="list-style-type: none"> • Aggressive actions e.g. shoving, kicking, or punching in ways which are likely to injure others at any time (including fighting) • Violent outbursts of temper in lessons or playground 	<p>Consequences</p> <ol style="list-style-type: none"> 1. Senior member of staff to be informed and to deal with the incident 2. Parents to be notified <p>We acknowledge that some children have additional needs which may cause them to</p>

<ul style="list-style-type: none"> • Swearing directly at members of staff or verbally abusing them • Misusing objects or equipment in ways which put others at risk • Running out of lessons or attempting to leave the premises without permission • Deliberate and serious acts of stealing • Deliberate, sustained vindictive bullying/victimisation of another person (including racist incidents) • Wilful damage to property or the work of other children 	<p>behave inappropriately. However certain behaviours are not tolerated and could lead to a severe consequence such as an exclusion</p>
---	---

Restorative Practice

We are proud to say that we are a restorative school. This means that we proactively support the children in managing any conflicts that arise, this could be conflict in their learning but it also may be conflict with their peers.

We believe in giving children the skills and techniques to talk about their feelings and to be able to express their view on issues that are important to them. As part of this we use a restorative approach called a solution circle. This is time where the children learn about issues such as tolerance, democracy and mutual respect. Being guided and supported in their development of emotional vocabulary and articulation, in an environment that is safe and empowering. Building resilience and tolerance in our young people we see as an essential life skill. Empowering the children to be able to navigate and communicate in a way that ensures they can manage the challenges and triumphs that lie ahead.

Appendix 4

Screening and Searching

It may occasionally be necessary to search a pupil with or without their consent. This will only be done when the school has reasonable grounds to believe a pupil may be carrying illegal, stolen or prohibited items.

- Searches will be carried out by senior members of the teaching staff
- Searches will be carried out out of sight of other children
- Suspicion may be aroused
 - As a result of a positive screening
 - Because a child is acting suspiciously
 - Because of something said by the child
- There will always be two members of staff present when a search takes place.
- Children will NOT be frisked or asked to remove clothing other than outerwear but they may be asked to remove their coats, turn out their pockets and bags and lift up their trouser legs to reveal their socks.

- Throughout the screening children will be talked to and reassured that there is no threat to them and that they have nothing to fear if they are not carrying anything.
- If pupils refuse to be searched or if they abscond their parents or the police will be informed. If pupils become abusive or threatening the search will be stopped, the pupil isolated and their parents called.
- All searches will be logged (to include name, year, sex, ethnicity, grounds of suspicion, time and place, who else was present, what if any reasonable force was used and if so why, how the search began and progressed, the pupil's responses and how staff managed them, outcomes and follow-up actions).
- Parents will always be informed if a pupil has been searched and the result of the search.

Confiscation and Disposal

Staff have the power to confiscate any item which is illegal or banned from school. In most circumstances staff confiscate items which are banned from school and return them to pupils at the end of the day. However, on occasions this will not be appropriate and in those cases the following principles will apply:

- Illegal items will be handed to the Police
- Legal but banned consumable items (such as foodstuffs, tobacco) will be disposed of
- High value items e.g. mobile telephones which are confiscated will be held securely until a parent can make arrangements to collect them.

Allegations

Pastoral support will be offered to any individual against whom an allegation is made, and the matter is kept strictly confidential. If the allegation is against the Headteacher, the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governors Discipline Committee for action. Staff are advised to familiarise themselves with the Government Guidance on Safer Working Practice in order to minimise the risk of allegations being made.

Appendix 5

Statement of Principles as set out by the Governing Body

The policy should take full account of, and reflect, the rights and responsibilities of the school, its children, and the parents/carers.

In particular the policy and its underlying principles should:

- Promote and support appropriate communications between the school, its children and parents/carers on the behaviour of individual children.
- Be worded so that they can be explained clearly to children of any age and level of attainment.
- Be based on widespread consultation amongst children, staff and parents/carers about acceptable standards of behaviour.
- Enhance the safety and welfare of children and staff and their perceptions of safety.

- Make clear the links between acceptable children's behaviour and the quality of their learning by promoting behavioural improvement as a means of improving learning and teaching and children's enjoyment of school.
- Encourage a healthy balance between, and a positive attitude towards, rewards and sanctions, to encourage good behaviour.
- Promote consistency of application and support appropriate continuing professional development for all staff.
- Be challenging, but realistic and appropriate, in supporting the school's development plan, as the school builds on its successes.
- Be transparent and well focussed on inclusion, equality of application and match to each child's needs, in the context of gender, race, religion, sexual orientation and disability.
- Ensure that vulnerable children – such as those with special education needs, physical or mental health needs, migrant and refugee children and looked after children- receive sensitive and well-matched behavioural support for their individual needs.
- Ensure appropriate pastoral care for staff accused of misconduct in relation to meeting this policy.
- Be clear on disciplinary powers and actions.