

Mountfields Lodge Primary School



Behaviour Policy

Aim High, Reach for the Sky

Aims of our Behaviour Policy

- To ensure that a whole school approach to behaviour is supported by children, staff, parents and governors, based on shared values
- To have an expectation that children have an education in a safe environment that is conducive to learning
- To teach values and attitudes that promote responsible behavior, self-discipline and a respect for everyone and everything
- To encourage good behaviour by providing a range of clear set of rewards and consequences for children of all ages and all abilities
- To show care and consideration towards individuals in order to improve behaviour

Code of Conduct

Our school has an expected **Code of Conduct** - our '**Aim High, Reach for the Sky A, B, C**' - that we expect all pupils to follow; this is actively promoted and taught throughout the school and pupils are recognised for adhering to it. (*see Appendices*)

We also set out our behaviour expectations in our **Home-School Expectations Leaflet**, issued annually (*see Appendices*).

Underpinning both our Code of Conduct are our **School Rules** and their associated **rewards and consequences**.

We have a system of **Assertive Discipline** at Mountfields Lodge that is part of the framework which supports the school community.

Assertive Discipline is a behaviour management system that:

- Is a positive form of behavioural management that focuses on changing behaviour as well as managing it
- Involves a whole school approach in order to be successful
- Encourages children to realise their own best interests and how to manage their own behaviour
- Provides a clear framework in which children learn what is expected of them and how they are expected to behave throughout the school
- Encourages the staff to set firm and consistent limits and reinforce appropriate behaviour when and wherever it occurs throughout the school
- Creates a positive school ethos in which both staff and children can realise their needs

There are **three rules** that apply at all times during the school day and are enforced by all members of staff. The rules are displayed around the school.

School rules

- A. We accept that instructions must be followed.
- B. We behave in a polite and respectful way.
- C. We care for everyone and everything.

Foundation Stage Rules

Children in our Foundation Stage are expected to follow 4 simple rules and staff use their professionalism when implementing consequences with our youngest children.

- A. Listen and do as you are asked
- B. Always show good manners
- C. Care for everyone and everything

Rewards

The underlying principle of assertive discipline is '**catch 'em being good**'. We reward pupils for following our behaviour expectations.

Rewards can be as simple as a 'thank you', a smile or a 'well done' by any adult in school. They can include:

- Recognition and praise from *other* adults and children
- Stickers
- House points
- Increased responsibility
- Recognition in a Class, Age group, Key Stage or Whole-school assembly
- Visiting/Visit from the Head teacher to show work or to celebrate good behaviour and to receive praise and acknowledgment
- 'Achievement' Certificate as part of our Key Stage Achievement Assembly (alternate weeks for KS1/FS and KS2)
- Whole class/house behaviour awards

Behaviour Awards

Each pupil will work towards the goals and expectations outlined on our bronze, silver and gold Superhero ABC Cards.

When a pupil has attained goals in each of the A, B and C categories on their ABC card they exchange their card for a pin badge. This pin badge is then exchanged for the next colour and they keep their final badge at the end of the school year. Replacement 'lost badges' can be purchased at a cost of £1.

- 3 = Bronze
- 6 = Silver
- 10 = Gold

House Points

Every pupil in the school (and every member of staff) is divided into one of the four school houses:

- Sycamore (yellow)
- Mulberry (red)
- Willow (green)
- Beech (blue)

House points earned are represented by tokens which children place in House Point Token Tubs in each classroom.

Each week the House Captains collect the House Point Tokens and place them in the Token Tubes in the main foyer.

Each month the House Captains total the tokens and the House Cup is presented in a whole-school assembly.

House points are awarded for individual achievement and can be awarded by *any* school adult and can be awarded for any of the following:

- An act of kindness or caring behaviour
- Standing to one side for an adult to pass
- Displaying good table manners
- Offering to help without being asked
- Being a good role model for others
- Including others in their games
- Exemplary behaviour (appropriate to the child)
- Representing the school
- A Head Teacher's award

Consequences

At times, children choose not to follow our school rules and will therefore incur consequences.

1. Rule reminder
2. Verbal Warning
3. Time Out in Class
4. Time Out not in Class
5. Thinking Time
6. Internal Exclusion

Class Teachers keep a **Behaviour Tracking Sheet** which is accessible to all staff. The basic premise is that pupils learn that negative consequences are an outcome of misbehaviour. The key is not the consequences themselves but the inevitability that they **will occur each time a rule is broken.**

Our School Consequences/Sanctions and the Law:

Any sanction issued must satisfy one of the following 4 conditions:

- The decision to give a sanction must be made by a paid member of staff
- The decision must be made on the school premises or while the pupil is under the charge of the member of staff
- It must not breach any legislation e.g. the respect of disability. SEND, race or any other equalities
- The sanction must be proportionate and reasonable.
- If at any time there is the possibility of injury to the pupil, other pupils, staff, damage to property or good order prejudiced then positive handling could be used (trained staff only).

Thinking Time:

Thinking Time occurs at lunchtime everyday from 12.20pm – 12.50pm and is staffed by members of the Senior Leadership Team on a rota basis.

Thinking Time gives the pupil time to reflect upon actions chosen and time to explain how their behaviour should change in the future. Pupils may be asked to complete an age specific Thinking Time Sheet, and/or a letter of apology.

If a pupil has 2 Thinking Times in a 2 week period then a phone call will be made to the parents by the class teacher. Parents may be informed after the first occasion depending on their age and circumstances.

If the misbehaviour is repeated in a further 2 week period, the pupil will be placed on a behaviour card for one or two weeks, during which time very specific behaviour goals will be set and monitored. Parents will be informed of this and completed behaviour cards will be sent home. It is expected that such intervention will address the majority of misbehaviours; however, where this is not the case an individual Behaviour Plan will be drawn up with the child and parents and shared with all staff who work with the pupil.

There will however be times when, in the professional judgement of the teacher, it would not be in the child's best interest to provide a consequence:

Overtly Challenging Behaviour

This can take the form of:

- Verbal abuse to any adult in school – i.e. swearing at adult, threatening an adult, personally insulting language (e.g. cultural, racist, homophobic etc)
- Physical abuse/Assault – such as hitting, spitting, scratching, biting, kicking
- Defiant refusal
- Absconding
- Damaging property

Should a child present staff with overtly challenging behaviour a range of de-escalation techniques will be used. These techniques include: calm talking, distraction, step away,

negotiation, humour, reassurance, options offered, non-threatening body language. It is always to be hoped that de-escalation techniques will have the desired affect, however this might not necessarily be the case.

If a child demonstrates such behaviour the situation will be dealt with by a member of staff trained in positive handling techniques. A member of senior staff will inform their parents. Our Children's Mentor may be assigned to work with the child.
X-Ref Positive Handling Policy

Behaviour Log

This is used to record:

- Any incidents involving a child which results in loss, theft or damage to property
- , or anyone employed in school which results in personal injury or damage to property (Accident book and / or Incident book)
- Loss, theft, or damage to property
- Use of Positive handling techniques
- Any other incidents or matters of a serious nature which may give rise to a disciplinary or legal action or become a matter of public interest (For example, confrontational incidents, absconding, racist incidents, bullying etc). Incident forms should be completed, recording all details. Forms are obtained from and returned on completion to the Head teacher. The Head Teacher stores these in the Behaviour Log.

Accident Log

This is used to record any incidents involving a child which results in an injury and/or the need to administer first aid. This book is kept in the First Aid cupboard in Room 1.

Positive Handling (See Positive Handling Policy)

If a child violently attacks another child or adult and does not respond to requests to calm down, then positive handling techniques could be used.

The child should be removed from the situation as soon as possible and taken to a member of the Senior Leadership Team (or if this is not possible staff should send for a member of SLT) who will take immediate action to involve parents.

Any form of positive handling/pupil restraint will be recorded in the necessary log; this is kept in the office.

An incident form should be filled in and the situation discussed with the Head Teacher or Deputy Head Teacher. The Head Teacher, Deputy or SENCo will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service etc.

Internal Exclusion

This is an internal process, in which a child is removed from the class for a fixed period of time following an occurrence of one, or more, of the challenging behaviours listed above. It is a short term measure (up to one school day) to allow learning to continue uninterrupted within the class and for the child concerned to understand the seriousness of such behaviour. The Head Teacher, Deputy Head Teacher, or member of Senior Leadership Team in their absence, will decide whether an internal exclusion is an appropriate consequence.

Internal exclusion will always be supervised and will take place in isolation. Appropriate work will be set by the class teacher and they will be expected to complete this work. Where an internal exclusion includes a break time or lunchtime, the child will be allowed some relaxation time. This may, if appropriate, be outside at a different time to the other children.

Where a child has been internally excluded, the person authorising the internal exclusion will inform the child's parents before the end of the school day, and this will involve a discussion about the child's behaviour. A letter will also be sent to parents explaining the reason for the internal exclusion.

See Appendix 1 for a copy of the letter sent to parents and see flowchart in Appendix 2 for the process regarding Internal or External Exclusions.

Exclusion for a fixed period of time (See Exclusions Policy)

This is where a child is removed from school for a limited period of time, lasting from ½ – 5 days.

Reasons for exclusion:

- Serious breach of the school's rules or policies (either single incident or cumulative)
- Physical abuse/Assault of an adult – such as hitting, spitting, scratching, biting, kicking
- Swearing directly at an adult – particularly where this is witnessed by other children.
- Persistent aggressive behaviour against other children or adults
- Risk of harm to the education or welfare of the other children or adults in the school

In such cases the Head Teacher will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies. The child will be encouraged to give his/her version of events and the Head Teacher will check whether the incident may have been provoked, for example by bullying or racial harassment.

The school must take account of any special educational needs when considering whether or not to exclude a child. We have a legal duty under the Disability Discrimination Act 2005, as amended, not to discriminate against pupils with SEND by excluding them from school for behaviour related to their disability. Any exclusion will be at the discretion of the Head Teacher, in consultation with the Chair of Governors, as appropriate.

Parents will be informed, in writing of the reasons for exclusion. A date for the pupil's return to school must be specified at the time of exclusion. The letter must inform the parents they have the right to appeal to the governing body and LA within 7 school days. This course of action will be taken by the Head Teacher or the Deputy Head Teacher in their absence. The chair of the governing body will be informed at the time of the exclusion. Any appeal will be considered by the governing body's appeal committee.

The school will make arrangements for work to be sent home during the period of exclusion. It is important to remember that exclusion only occurs when all other avenues have been explored and the pupil continues to demonstrate extremely aggressive behaviour or is not prepared to co-operate in any way. The child's parents will have been informed of the possibility of exclusion as part of the consultation process.

Permanent exclusions

The same procedures must be adopted as for the fixed term exclusion. In addition, the Head Teacher:

- must inform the LA on the day of the exclusion through B2B when the data is entered on SIMS or if that fails by telephoning the Administrative Assistant (Appeals and Exclusions)

The letter informing the parent of the exclusion should:

- explain that the exclusion is permanent
- give the reasons for the exclusion
- mention any previous warnings, fixed term exclusions or relevant other information.
- inform the parents of their right to make written and oral representations to the Governing Body

N.B.

- Any external exclusion, whether fixed term or permanent, is recorded on, and cannot be removed from a child's records.
- The relevant form must be completed by the Headteacher and returned to LA Access & Welfare dept. A copy of the completed form is retained by the school

This policy should be read alongside the following policies:

- Anti-Bullying
- Internet Safety
- Positive Handling policy
- School Discipline & Behaviour guidance

<http://www.teachernet.gov.uk/doc/11321/SCHOOL%20DISCIPLINE%20AND%20PUPIL%20BEHAVIOUR%20POLICIES%20GUIDANCE1.pdf>

Lunchtime supervision

All pupils are expected to follow the school rules at all times, this includes at lunchtimes.

Lunchtime Supervisors can reward children in the same way as other staff by using verbal praise or the awarding of house points.

LTS will use the consequences as set out in this policy and record this on slips that are handed to the midday manager who will then pass onto class teachers to record on the class behavior charts.

If a member of the LTS team cannot effectively manage a pupil's behavior that pupil will be sent to the Midday Manager (or assistant MDM).

Any pupil found fighting will be sent to the HT or DHT; fighting is not tolerated

The LTS team have 3 simple expectations:

- To ensure the H&S of all the children
- To ensure the smooth running of the Dining Hall and playgrounds
- To share in the school's responsibility to provide opportunities for personal growth and enjoyment

Rules

(Y1-6)



- A.** We accept that instructions must be followed.
- B.** We behave in a polite and respectful way.
- C.** We care for everyone and everything.

Rules (EYFS)



A. Listen and do as you are asked

B. Always show good manners

C. Care for everyone and everything

Consequences

1. Rule Reminder
2. Recorded Warning
3. Time-out in class
4. Time-out not in class
5. Thinking Time
6. Internal Exclusion



Thinking Time Referral Sheet for SLT Lunchtime Sessions 12.20pm-12.50pm

Name of Child	Class	Date
Time required for TT sessions		
Reason for Thinking Time (Please circle which rule was broken and a brief explanation of events leading up to TT time) <ol style="list-style-type: none">1. We accept that instructions must be followed.2. We behave in a polite and respectful way.3. We care for everyone and everything		
If a child completes a Thinking Time sheet in the class please hand to SLT to add to file.		

Thinking Time Sheet

Date: _____



_____ would like _____ to think about

Thinking Time Sheet

Name of Child: _____ Date: _____

Name of Teacher who has given you his think sheet: _____

The rule I have broken is:

What I did to break the rule:

People affected by my actions:

How they were affected:

If I am in the situation again, I will:

For your teacher's use:

Next Steps:

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Website: www.mountfieldslodge.leics.sch.uk Email: office@mlodge.leics.mg4l.net

Head Teacher: *Mr Michael Hoare*

Deputy Head Teacher: *Mrs Iona Mock*



Date: _____

Dear Parent/Carer,

RE: Internal Exclusion of:

Following contacting you by phone, we inform parents in writing of an internal exclusion, so unfortunately we are letting you know that it was necessary to internally exclude your child today. This means that for half a day they have not been able to, join their class and have worked, with another adult, on activities set by their class teacher. In some cases the exclusion may take place the day after an incident.

The reason for the internal exclusion taking place is/are:

.....
.....
.....
.....

It is important to inform you that where a child has received 3 internal exclusions, within an academic year, we consider it appropriate to externally exclude the child, if the behaviours set out in the exclusions section of our Behaviour Policy were repeated. This is particularly appropriate where a child's SEND must be considered.

Our school behaviour policy sets out the reasons why we may internally or externally exclude a child, and the procedures we follow. It can be found on our school website in the Policies section.

If you would like to discuss this further, please do not hesitate to contact school to speak to Mr. Hoare or Mrs Mock.

Yours sincerely,

Member of the Senior Leadership Team

Appendix 2 - Guidance on Internal or External Exclusion

Excluding a child from class or from school is a last resort. Before using internal or external exclusions, school must legally consider any SEND a child may have, so as not to discriminate against disabled pupils by excluding them from school for behaviour related to their SEND. The head teacher has the discretion to decide whether a particular incident will lead to internal or external exclusion.

Before Internal or External Exclusions is considered appropriate de-escalation strategies should have been used and where a child has an IBP this must have been followed.

Behaviour that may lead to Internal Exclusion:

- Verbal abuse to any adult in school – i.e. swearing **at** adult, threatening an adult, personally insulting language
- Defiant refusal
- Absconding
- Damaging property

Behaviour that may lead to External Exclusion:

- Physical abuse/Assault of an adult (or a child, where an injury is caused) - such as hitting, spitting, scratching, biting, kicking
- Serious verbal abuse to any adult in school – i.e. swearing at adult (especially in cases where other children witness this), threatening an adult, personally insulting language
- Persistent Defiant refusal

Inform HT, DHT or SLT member who will decide if Internal exclusion is appropriate.

Inform HT or DHT who will decide if External exclusion is appropriate and follow appropriate procedures.

Class teacher informed and appropriate work set by CT.

LSA available. Child will work in an older class, HT or DHT's room. Child allowed break or lunch time, but not with other children.

No LSA available. Child will work in an older class HT or DHT's room. Child allowed break or lunch time, but not with other children.

HT, DHT or SLT talk to child before they return to class.

HT, DHT or SLT ensure parents have been informed.

Within an academic year, where a child has received 3 internal exclusions, an external exclusion would be appropriate if any of the behaviours above were repeated. This is particularly appropriate where a child's SEND must be considered.