



# Mile Cross Primary School

## Behaviour Policy

Approved by:

Date: September 17<sup>th</sup> 2019

Last reviewed on:

Next review due by:

September 2021



## Behaviour Policy 2019-21

'Behaviour is the way we act and respond to people and to situations we find ourselves in'.

'Behaviour is a language'.

### 1 Aims and expectations

- 1.1 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.
- 1.2 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.3 The school has a number of school rules, but the primary aim of the behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.4 The school expects every member of the school community to behave in a considerate way towards others.
- 1.5 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.6 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The Norfolk Step's approach is used by all staff at Mile Cross Primary. Staff receive regular training to ensure that this approach is consistent.
- 1.7 The school is in agreement with the Norfolk County Council guidelines on Racial Equality and Inclusion and has adopted the recommended system for recording racist incidents: see the Racial Equality scheme. A log is kept with the head teacher.

### 2 Rewards and consequences

- 2.1 We praise and reward children for good behaviour in a variety of ways:
  - Teachers congratulate children for specific reasons:
  - Teachers give children merits and house points; 5 merits = 1 house point. These are counted termly and 'The Keen Cup' is awarded at each Presentation Assembly to the house with the greatest number of house points.
  - Children from each class are nominated to be 'curriculum star' in most subjects.
  - Each 'curriculum star' receives a certificate in the school half termly

Presentation Assembly.

- We award merits to children either for consistent good work or to acknowledge outstanding effort.
- We give 'Right Choice' tickets to children for good behaviour or acts of kindness. These are put into a regular draw within their own class and a prize is awarded to the name drawn out.
- 'Right choices' are also given at lunch time for children eating all their lunch.
- Children have the opportunity to celebrate achievement in Year Assemblies and House Assemblies.
- A child from every class is chosen weekly to receive the Golden Ticket. In order to receive the Golden Ticket a child has to have had outstanding attendance; have read at least five times a week; regularly completed all homework and been a fantastic role model to the other children. This needs to have been the case over a sustained period of time. These children are rewarded by the head teacher who may arrange a visit or give a suitable reward. Their names are recorded on the weekly newsletter to celebrate their achievement. Golden Children are displayed in the hall. Not all children will earn the Golden Ticket.
- Children are encouraged to become "100% attenders." They are told how to achieve this standard and are acknowledged for their efforts.
- 100% attenders are rewarded along with the Golden Children.
- In the final Presentation Assembly of the year one child from each class is chosen to be the 'Child of the Year'. An award is given to these children and teachers show a brief film of their achievements. Parents/carers are invited to Presentation Assemblies.

**2.2** The school acknowledges the efforts and achievements of children, both in and out of school e.g. homework certificates and assembly times for showing any awards gained.

**2.3** The school employs a number of incentives and consequences to ensure a safe and positive learning environment appropriate to each individual situation. Mile Cross Primary is committed to a restorative approach to resolve all levels of conflict.

**2.4** In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school understands and complies with the standard of behaviour that we expect in our school. School rules are as follows:

**2.5**

- Do your best at all times
- Treat others as you would like them to treat you
- Keep your hands and feet to yourselves
- Respect all property
- Keep to the school rules, behave well and be helpful to everyone

**2.6** The school does not tolerate bullying of any kind. Homophobic incidents will be dealt with on an individual basis in conjunction with the school rules. Staff have received

training in this. Behaviour at the school is everyone's responsibility.

- 2.7 Positive behaviour will be highlighted through class teachers' bronze/silver/gold learning/behaviour system (or a similar age appropriate scheme) as a visual prompt and to give children ownership of their behaviour.
- 2.8 If there is unacceptable behaviour a 'Yellow Card' is given and the child will be either sent to work in another class in the same year or removed from the playground if appropriate.
- 2.9 If the behaviour is more serious a 'Red Card' is given which can mean one day working in a different year group or removal from the playground (if the incident was at break/lunch time). It is the responsibility of the member of staff issuing the Red Card to ensure that the form goes to the office. As a consequence of a Red Card parents are informed by phone and by letter. **These incidents are recorded on CPOMS and followed up by a member of the SLT.** If a child has been given a Red Card during the term they are not able to attend the next Reward/Attendance Trip. Yellow & Red Card Forms are kept in the SRB, and need to be returned to the SRB, where they will be stored and monitored. One copy of the Red Card will go to the SRB and one will go to the office.
- 2.10 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*: All staff have undertaken the Step On training.

### **3 The role of the staff**

- 3.1 **It is the responsibility of the staff to ensure that the school rules are applied consistently - 'What you permit, you promote!'**
- 3.2 The staff in our school have high expectations of the children in terms of behaviour **(both inside and outside of school)** and they strive to ensure that all children work to the best of their ability.
- 3.3 The staff treat each child fairly, with respect and understanding.
- 3.4 The staff liaise with external agencies, as necessary, to support and guide the progress of each child.
- 3.5 The staff report to parents about the behaviour and welfare of each child, in line with the whole school policy.

### **4 The role of the head teacher**

- 4.1 It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

- 4.2 The head teacher supports the staff by implementing and modelling the policy; by setting the standards of behaviour and by supporting staff in the application of the policy.
- 4.3 The head teacher delegates the record keeping of all reported serious incidents of poor behaviour. All disciplinary records of Red and Yellow Card incidences are kept on CPOMS.
- 4.4 The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been consulted.

## 5 The role of parents

- 5.1 The school works with parents, so children receive consistent messages about appropriate behaviour at school.
- 5.2 The school rules are explained in the Home-School Agreement and we expect parents to know and support these rules.
- 5.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the Home-School Agreement.
- 5.4 If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher via the office.

## 6 The role of Governors

- 6.1 The Governing Body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.
- 6.2 The head teacher has the day-to-day authority to implement the school behaviour policy, but governors may give support to the head teacher about particular behavioural issues. The head teacher must take this into account when making decisions about matters of behaviour.

## 7 Fixed-term and permanent exclusions

- 7.1 Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion

into a permanent exclusion, on advice, if the circumstances warrant this.

- 7.2** If the head teacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 7.3** The head teacher informs the LA and the governing body about all exclusions.
- 7.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.
- 7.5** The governing body will create a committee, made up of between three and five members to consider any exclusion appeals on behalf of the governors.
- 7.6** When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- 7.7** If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

## **8. Monitoring**

This policy should be read in conjunction with our Racial Equality Scheme, Equal Opportunities Policy, Anti Bullying Policy, Inclusion Policy and DfE Circular 10/98 (550A of the Education Act 1996).

- 8.1** The head teacher monitors the effectiveness of this policy and it is amended if necessary with consultation of the staff
- 8.2** The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

## **9 Review**

- 9.1** The Behaviour Policy will be reviewed regularly by staff, and annually by governors. The governors may however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Updated: September 2019  
To be reviewed: September 2021

