

# Metheringham Primary School.

## Behaviour Policy.

### **Introduction.**

This policy sets out the expectations of behaviour at Metheringham Primary School. The Governing body, staff and pupils seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. We acknowledge that society expects good behaviour as an important outcome of the educational process. It is also important that we see this policy as a means to supporting and safeguarding pupils in our school.

### **Aims.**

- To create an environment that encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

### **Standards of behaviour**

Our school plays a central role in children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school, we must work towards standards of behaviour based on the basic principles of honesty, respect, understanding and responsibility. It follows that acceptable standards of behaviour are those which reflect our values.

### **School Ethos**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and respect;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all;
- show appreciation of the efforts and contribution of all.

## **Classroom Management**

**“Behaviour is significantly improved when pupils feel good about themselves, are fully engaged in their learning and are experiencing regular success”** *Mike Hughes \_ Strategies for closing the learning gap.*

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good learning.

### **Unacceptable behaviours**

#### Misbehaviour is defined as:

Disruption in lessons, in corridors between lessons, and at break and lunchtimes

Non-completion of learning

Poor attitude

Incorrect uniform

#### Serious misbehaviour is defined as:

Repeated breaches of the school rules

Any form of bullying

Sexual violence (rape, assault by penetration, or sexual assault (intentional sexual touching))

Sexual harassment (unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting)

Vandalism

Theft

Fighting

Smoking

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### **Low-Level Disruption**

All children have the right to an education and therefore low-level disruption that impacts on teaching and learning is not tolerated. The school's policy for behaviour management should be executed in such instances and support from the Pastoral Team should be requested if low-level disruption continues.

The school's Pastoral Team includes our SENDCo, Behaviour Mentor and our Learning and Family Support Mentor. The Pastoral Team are available to support children with emotions, behaviour, feelings and regulation. Children may be taken to The Den to regulate, or they may be supported in class. This is to ensure that the child has the time needed to be ready to learn and to ensure teaching and learning isn't disturbed.

### **Sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- o Proportionate

- o Considered
- o Supportive
- o Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. These include clear processes for:

- o Responding to a report (pupil voice will always be sought and considered)
- o Carrying out risk assessments, where appropriate, to help determine whether to:
  - o Manage the incident internally
  - o Refer to early help
  - o Refer to children’s social care
  - o Report to the police

Please refer to our child protection and safeguarding policy for more information.

**Sanctions in relation to sexual harassment**

The response to each incident will be proportionate. ‘Low-level’ incident such as a sexist comment may be dealt with through education, curriculum and support in understanding respect. More serious incidents may be dealt with through sanctions listed in this behaviour policy.

We will always balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

Consideration will be given to:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support

**Bullying**

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- o Deliberately hurtful
- o Repeated, often over a period of time
- o Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

<ul style="list-style-type: none"> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

More information on the school's approach to bullying is outlined in the schools anti-bullying policy. All forms of bullying will not be tolerated, and procedures set out in our anti-bullying policy will be actioned immediately.

### **Out of school incidents**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **School visits and extra-curricular activities**

At Metheringham Primary School, we believe that participation in school trips and extra-curricular activities provides valuable educational and social opportunities for pupils. We also recognise the importance of maintaining a safe and conducive learning environment for all pupils and staff. Therefore, this policy establishes guidelines regarding the eligibility of pupils to participate in school trips or extra-curricular activities based on their behaviour in school.

#### **1. Eligibility Criteria:**

- All pupils are encouraged to participate in school trips, which are designed to enhance their educational experience and promote personal growth.
- To be eligible for a school trip or extra-curricular activity, pupils must demonstrate appropriate behaviour and adherence to the school's behaviour policy

#### **2. Behaviour Assessment:**

a. Pupils' behaviour will be assessed by SLT and teachers, staff based on the school's established behaviour policy.

b. Inappropriate behaviour may include but is not limited to: repeated disruptive behaviour, disrespect towards teachers or peers, bullying, aggression, violation of school policies, or any behaviour that jeopardizes the safety and well-being of others.

### 3. Consequences for Inappropriate Behaviour:

a. Pupils who do not display appropriate behaviour in school may face consequences, including the possibility of being ineligible for upcoming school trips.

b. The decision regarding eligibility for a school trip or extra-curricular activity will be made by the headteacher, taking into account the severity and frequency of the pupil's inappropriate behaviour.

c. Parents or guardians will be informed promptly if their child's behaviour puts their eligibility for a school trip at risk.

We believe that this policy will help maintain a positive and respectful learning environment while encouraging pupils to understand the importance of appropriate behaviour. By participating in school trips, pupils can actively engage in experiential learning opportunities that foster personal growth and cultural understanding.

## Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

All staff will promote our three school rules of Ready, Respectful and Safe.

Our rules and procedures will:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

## Rewards

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children.

Each class will have a pictorial behaviour chart suited to the needs, interests and maturity of the pupils in that class. All children will have a named peg and start the day on a positive stage (for example the sun in Early Years). They can move up the behaviour chart when they are praised for good behaviour and/ or good learning. Once a child reaches the highest point on the behaviour chart, they will be awarded a house point. Good behaviour in and around school can also be rewarded by pegs being moved up from all adults in school and from the mid-day staff for good behaviour at lunchtimes.

Each class will have a class peg that can be moved up for whole class good behaviour. When lining up at the end of playtimes, the classes that have followed the school rules and line up quietly can be awarded a "class peg up". Once the class peg gets to the highest point of the pictorial chart, then the whole class is

rewarded with a house point. At the end of each week, house points will be counted and the class with the most house points will be rewarded with golden time during the following week.

Individual awards are the merit certificates that are awarded on a weekly basis for good behaviour and positive attitudes to learning. These merit certificates can be collected to go towards the merit, commendation and excellence badges in KS2 and the bronze, silver and gold owl badges in Early Years.

## **Reminders and Sanctions**

If a child is not following the school rules, the following should be used;

### **The 5 R's**

1. Reminder of expectations
2. Second reminder
3. Final reminder
4. Reflection time
5. Restorative conversation

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register unacceptable behaviour and to protect the security and stability of the school community.

The use of sanctions should be characterised by certain features: -

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is sanctioned.

The following micro scripts will be used;

I've noticed that you...  
You know the school expectation is...  
Because of that you need to...  
I really liked it when you ...  
We want to see...  
Thank you for listening...  
Now it's time to go out and reflect...

## **Consequences**

Sanctions will be individual and range from withdrawal of privileges, referral to the Headteacher, spending time in 'time out', letters/calls to parents, catching up on missed learning in their own time and, ultimately and in the last resort, suspension (following the LEA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions and using our behaviour blueprint. It is important that the sanction is not out of proportion to the offence.

## **Escalation through specialist support and the Lincolnshire Ladder**

Where poor behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Any child displaying persistent behavioural problems will be referred to the Special Educational Needs and Disabilities Co-ordinator (SENDCo) and Behaviour Mentor. The SENDCo and Behaviour Mentor will then work with the class teacher to create a PSP to help target the areas of concern. A positive handling plan will also need to be considered and agreed with parents. Additional specialist help and advice from the Educational Psychologist or Emotional and behavioural Support Service may be necessary. Parents will be involved with this process at all times.

The school will also access the support of the Behavioural Outreach Support Services (BOSS) at Lincolnshire County Council if a pupil's behaviour and needs requires support from external specialists. The BOSS team will support the pupil, school and the pupil's family in trying to deal with challenging behaviour. Before BOSS is involved, a referral form with need to be completed by the school and the parent together. BOSS and the School will follow the Lincolnshire ladder of Behavioural Intervention as stated in the 'Inclusive Lincolnshire' strategy. An outcome of this support could be that a pupil may be offered a pre-exclusion placement in specialist behaviour provision. This would be a time-limited intervention for pupils at the point of permanent exclusion.

### **Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- o Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- o Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- o If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

Anticipating and removing triggers of misbehaviour may include:

- o Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- o Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- o Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- o Training for staff in understanding conditions such as autism
- o Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- o Was the pupil unable to understand the rule or instruction?
- o Was the pupil unable to act differently at the time as a result of their SEND?
- o Is the pupil likely to behave aggressively due to their particular SEND?



If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

### **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

### **Communication and Parental Partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. A behaviour support plan will be written by the Behaviour Mentor in collaboration with the class teacher and parents. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

### **Monitoring and Review**

Where a behaviour incident has occurred then it should be clearly recorded using CPOMS to ensure all relevant members of staff are made aware of the situation. The incident should be alerted to the class teacher, SLT and SENCo via CPOMS. The child's exact words actions and should be recorded factually.

The Head Teacher monitors the effectiveness of this Policy on a regular basis and reports back to the Governing Body regarding the effectiveness, and if necessary, makes recommendations for further

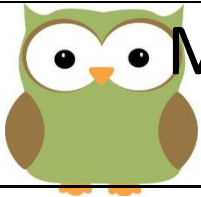
improvements. The Governing Body therefore has the responsibility of setting down the guidelines on standards of behaviour and of reviewing the effectiveness of the Policy.

This policy has been drawn up working alongside our pupils who have shared their views on behaviour in school and on appropriate rewards and sanctions. These views have been incorporated in this policy.

This policy should be read alongside the Anti Bullying and Harassment Policy and also with the Safeguarding Children and Young People Policy.

This policy will be reviewed every year or earlier if required.

Last reviewed: September 2023



# METHERINGHAM PRIMARY SCHOOL

## BEHAVIOUR BLUEPRINT

<p><b><u>Adult Behaviour</u></b>          Consistent, calm and fair          First attention to the best conduct          Recognise 'Relentless Routines'          Refer to the school rules and values</p>	<p><b><u>Phrases you would expect to hear</u></b>          One voice          Kind hands          Kind words          First, ... Next, ...          I've noticed...          I need you to...          I know you will...          I know you are...          ... thank you for...</p>	<p><b><u>3 Rules</u></b>          Ready          Respectful          Safe</p>
<p><b><u>Relentless Routines</u></b>          Use good manners          Use a person's name when you are speaking to them          Sit quietly in assembly          Walking in school</p> <p><b>We recognise positive behaviour by:</b>          Praise and recognition          Peg up - individual and class          House points          Class reward – 10 minutes 'Golden Activity'</p>		<p><b><u>8 School values</u></b>          Determination          Honesty          Resilience          Respect          Friendship          Cooperation          Responsibility          Understanding</p>
<p><b>We believe in giving every child support and respect.</b>  <b>We believe that all behaviour is a form of communication, so every effort is made to understand it.</b>  <b>Consequences begin with a conversation that aims to support and improve the child's behaviour.</b>  <b>All responses to behaviour will be immediate, appropriate and consistent.</b></p>		
<p><b><u>The 5 R's</u></b>          6. Reminder of expectations          7. Second reminder          8. Final reminder          9. Reflection time          10. Restorative conversation</p>	<p><b><u>Micro scripts</u></b>          I've noticed that you...          You know the school expectation is...          Because of that you need to...          I really liked it when you ...          We want to see...          Thank you for listening...          Now it's time to go out and reflect...</p>	
<p><b><u>Serious breaches</u></b>          Intentional physical aggression/contact          Racist, sexist, homophobic or discriminatory behaviour          Bullying          Sexual violence/harassment          Damage to property          Deliberate/offensive language          Extreme defiance          Theft          Smoking          Persistent disruption of teaching and learning          Possession of any prohibited item</p>	<p><b><u>Restorative questions</u></b>          1. What happened?          2. What were you thinking/feeling at the time?          3. Who was affected by the actions and how?          4. How did it make them feel?          5. How did it make you feel?          6. What needs to be done to make things right?          7. How could things be different in the future?</p>	

# The 5 R's

