



BEHAVIOUR MANAGEMENT POLICY

POLICY STATEMENT

- The management of behaviour at Mansbridge is based on a belief in a positive, fair and reasoned approach, which seeks support from all staff (both teaching and non-teaching), children and parents.
- An agreed basic set of standards, "The Mansbridge Code" (see next page) provides clear aims for all to follow. These are further added to in individual classes or phase groups as appropriate.
- All children must be given equal opportunity and positively encouraged through praise to give of their best in work, attitudes and behaviour without bias or pre-judgement.
- The positive nature of this policy is reinforced through a system of rewards.
- The agreed system of rewards and sanctions is set out in the following pages.

Agreed by Governing Body 8th March 2006
Readopted 21st March 2007
Reviewed by staff December 2008
Reviewed by Governors 28th January 2009
Reviewed by Governors 27th January 2010
Reviewed by Governors 2nd February 2011
Reviewed by Governors 1st February 2012
Reviewed by Governors 6th February 2013
Reviewed by Governors 29th January 2014
Reviewed by Governors 4th February 2015
Reviewed by Governors 7th October 2015

THE MANSBRIDGE CODE



Behaviour Code:

- Speak politely and be kind to all - Don't do or say anything which is hurtful to others
- Co-operate with others and always respect their property
- Take care around the school and be considerate to others
- Always listen carefully and follow instructions
- Always try to do your best and allow others to do the same
- Be organised , attentive and ready to learn

Behaviour code motto

- Be respectful
- Be responsible
- Be ready to learn

THE MOST IMPORTANT "NO OPTION" RULES: -

- No Fighting, Bullying or Racist Behaviour
- No swearing at or verbally insulting others
- Never refuse to do what you are asked by the school staff

I promise to follow this code at all times. If I do not, then I know that my behaviour will be unacceptable to others - both children & adults. If I ignore this code then I must accept what happens as a consequence of my behaviour.

AWARDS

Positive recognition starts with individual praise which will be further supported by a system of awards: -

Praise:

Rewards should be used for two key aspects: -

- (i) For good/improved behaviour
- (ii) For exemplifying the Mansbridge Code

- This can be non verbal e.g. smile, thumbs up, etc.
- Verbal praise should be specific so that the child understands what s/he has done well.
- Positive praise directed to a group of children who are demonstrating the desired behaviour is often more effective than drawing attention to the child behaving inappropriately.
- Child could be taken to see Head/Assistant Head/Kaye stage leader to show off their learning
- Stickers and other types of reward such as golden time , extra play etc should be used by all staff (teaching & non-teaching)
- Letter/postcard sent home to share good news with parents

Star of the Week

Children can work towards being Star of the Week by showing an exemplary attitude towards their work, including when being taught as a whole class or working on their own or in small groups. Furthermore this also has a very strong impact on their progress in lessons. These names are on the school website every week for everyone to see.

At the end of Key Stage 2 an award is given to the child who has made the most outstanding contribution to school life - showing care, respect and consideration for others; or showing care, respect and consideration for their environment

Classroom awards/rules

Class reward systems are organised by class teachers and discussed with the class. These may result in individual prizes or whole class rewards. Children in each class will be able to discuss their own class rules and any reward/sanction systems that apply to them. This is to encourage pupil voice and a feeling of "ownership."

SANCTIONS

If children fail to behave in accordance with the Mansbridge Code, agreed sanctions will be carried out. These sanctions are intended to prevent any disruption, which affects the learning and happiness of others.

The intention is that there should be a clearly understood hierarchical approach so that the stages of reporting to the Headteacher and involving parents are the final stages of a recorded process.

Stage 1

2 warnings - verbal or visual (this may include "thinking time")

Stage 2

Name on the "sad" side of the board

Stage 3

If poor behaviour continues tick against name, sent to partner class for 10 minutes to calm down and think about their behaviour, miss 5 minutes of next break.

Stage 4

If there is a second tick against name, child sent to Key Stage Leader. The Key Stage leader will decide on appropriate sanction. This may be: missed break(s), set a task, phone call home etc... Reception class - mention informally to parents if behaviour causes their child to go on sad side -so they can address it with child at home.

Stage 5

If no improvement in behaviour occurs that day child will be sent to the Assistant Heads and a behaviour letter will be sent home (this will be organised by the class teacher). This will mean "time out" (internal exclusion) with the Assistant Heads or Headteacher. A copy of this letter must go to the office to be filed in the HT's Discipline letters' file.

For children who are more frequently misbehaving an individual behaviour plan (IBP) should be put in place. Parents will be consulted by the class teacher if it is considered necessary for their child to have targets set on an individual behaviour plan. The parents of these children should be regularly informed (at least on a fortnightly basis, unless it is a major incident which needs to be discussed on the day). The teacher should communicate with parents and record in a behaviour log if the behaviour is frequent as it is less time consuming and all evidence is in one place. These behaviour log sheets must be given to Admin staff to be put on to SIMS. **These could be in form of a book or coded log.**

Once a log is set up, the Assistant Heads should be informed and the SENCo will monitor and intervene where necessary. For some of these children an individual behaviour scheme may be established with behaviour contracts set up. Parents will always be involved/informed at this stage.

Reporting to Head/Assistant Heads

The child should be referred to the Head/ Assistant Heads if: -

- The child breaks a "No Option" rule in the Mansbridge Code,
- The child is at risk or putting others at risk.
- Behaviour persistently disrupts others learning.

The reason for referral should be given verbally by an adult without the child present (if possible). Other children should not be used in this process. The adult may then be asked to complete an ABC form if their behaviour is persistently disruptive. A member of SMT will tell the teacher when this has to be put in place. See **Appendix C**. A copy of the form will be filed in the Inclusion file in class and in the Discipline Letters File.

The Headteacher (or Assistant Heads) will provide a suitable sanction/course of action, which may include detention during school periods. The power to use detention outside of school hours is only given to the Headteacher but may be actioned where appropriate. Teachers have a legal power to put pupils (aged under 18) in detention. Parental consent is not required.

The guidance says that when ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent

For more detailed information on the use of detentions please see pages 9 and 10 of the DfE guidance document Feb 2014.

Use of isolation

In rare circumstances disruptive pupils may be placed in isolation away from other pupils for a limited period.

Information on the use of isolation in schools is a new addition to the Department's behaviour guidance. Page 12 of the DfE document explains that schools can adopt a policy which allows disruptive pupils to be placed in isolation away from other pupils for a limited period.

Any separate room should only be used when it is in the best interests of the child, and other pupils. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances and if it reduces the risk presented by the child to themselves and others.

For each individual circumstance the school will decide how long pupils should be kept in isolation and what pupils may and may not do during this time. Pupils will always be allowed time to eat or use the toilet when in isolation.

WHAT HAPPENS NEXT?

On receiving a stage 5 referral, the Head-teacher/Assistant Heads or class teacher may arrange an interview with parent(s)/carer(s) to discuss the reasons for lack of success.

Any interviews which are held with parents concerning children's behaviour and possible programmes of support will be recorded on a form (**Appendix D**) and shared with relevant staff. Where necessary, the School will seek further support from Pupil Support Services and Outside Agencies. Every effort

will be made to ensure that no one child's behaviour impacts negatively on the learning and health and safety of other children and adults in the school.

LUNCH TIMES

Supervisory Assistants (SA) should be recognised as playing a major role in the school's behaviour policy.

Active participation in games and positive play activities is appreciated and strongly encouraged.

AWARDS

SAs will use similar awards and sanctions as the teachers (i.e. stickers)

SANCTIONS

- All complaints however trivial must be noted and some appropriate action taken involving both or all parties.
- Minor issues of behaviour at lunchtime should be dealt with by the SA and the teacher does not need to be informed. Only significant issues should be relayed to the class teacher at the end of lunch.
- Complaints of bullying in any form must be acted on. Bullying is "real" to the child concerned, no matter how trivial (or irritating) the complaint. These should be referred to the class teacher in the first instance who will then decide whether to escalate this to the KS leader who will in turn decide whether this warrants escalating to the anti-bullying coordinator.
- Children not behaving correctly can be separated from their peers by sending to a separate part of the playground or to the close supervision and care on another SA. This (like the classroom sanction) should be for a short time - i.e. not the whole lunch break.
- If the problem persists, the Senior Supervisory Assistant should be informed and a warning given by her.
- The SSA should inform the Key Stage Leaders who will decide whether this needs to be escalated.
- Parents of any children persistently ignoring the authority of the SAs will be warned of the possible sanction of lunchtime exclusion which will equate to a full half day exclusion.

Confiscation of inappropriate items

What the law allows:

- There are two sets of legal provisions which enable school staff to confiscate items from pupils:

The **general power to discipline** (as described in the bullets under the heading "Discipline in Schools - Teachers' Powers" on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The parent can collect these items from the school on request. ; And

Power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items ('prohibited items') (pages 11 and 12). The legislation sets out what must be done with prohibited items found as a result of a search.

- Weapons and knives must always be handed over to the police otherwise it is for the teacher to decide if and when to return a confiscated item.
- More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, Searching and Confiscation - advice for head teachers, staff and governing bodies'. See Associated Resources section (page 14) in 'Behaviour and Discipline in for a link to this document.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. For more information on the use of reasonable force please see the following guidance from the DfE: 'Use of reasonable force in schools.GOV.UK'

The school's behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). In this regard no sanction will be used that would contravene or undermine these responsibilities

EXCLUSIONS

Short, fixed term exclusions may need to be used when a child is at risk, or putting others at risk and displaying unmanageable behaviour.

Parents will have the right to appeal to the Governing Body or to the LA.

All periods of exclusions must be followed by a post exclusion meeting with the parent(s)/carer(s) at which the child's reintegration plan/IBP targets and provision will be discussed.

Permanent exclusion is an absolute last resort and would only be considered in extreme circumstances.

- All exclusions, fixed term and permanent will adhere strictly to the <https://www.gov.uk/government/publications/school-exclusion> guidance from the DFE
- Lunchtime exclusions are counted as fixed term and should have a set date for return. Indefinite lunchtime exclusions are unlawful.
- The Headteacher may exclude a pupil from a school trip, sports fixture or similar outing if there is a clear link between behaviour and maintaining good behaviour and discipline among the pupil body as a whole.
- Pupil behaviour in the immediate vicinity of the school or on a journey to and from school can be grounds for exclusion.

The teacher may discipline a pupil for:

- Any misbehaviour when the child is:
 - Taking part in any school-organised or school-related activity or
 - Travelling to or from school or
 - Wearing school uniform or
 - In some other way identifiable as a pupil at the school.
- Or misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school or
 - Poses a threat to another pupil or member of the public or
 - Could adversely affect the reputation of the school.

Links to other policies

Please see linked school Anti-bullying policy

Please see Behaviour and discipline in schools guidance from DFE Feb 2014 to be reviewed in Dec 2014 for more detailed rights and responsibilities.

Further guidance used in writing this policy:

- 'Behaviour and discipline in schools: guidance for governing bodies'
- 'Screening, searching and confiscation: advice for headteachers, staff and governing bodies'
- 'Behaviour and discipline in schools: a guide for headteachers and school staff'
- 'Preventing and tackling bullying: advice for school leaders, staff and governing bodies'
- 'Use of reasonable force: advice for headteachers, staff and governing bodies'

The policy relates to the legislation below:

Education Act 1996

School Standards and Framework Act 1998

Appendices

Appendix A

Date

Dear Parent(s),

Promoting Good Behaviour

I am sorry to have to tell you that has been behaving inappropriately by

It would be greatly appreciated if you would talk about this with your child and do what you can to encourage the good behaviour we aim for at Mansbridge.

I thank you in anticipation of your support and co-operation.

Yours sincerely,

Class Teacher

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Please return this slip

Child's name Class

I acknowledge receipt of the behaviour letter.

Signed

Appendix B

Dear ,

Further to my letter on I am writing to tell you that 's behaviour has not improved. As part of our agreed procedure for dealing with this, I am required to inform you that he/she has

It would be helpful for us to have a meeting to discuss this problem and to find a way to work together to achieve an improvement in your child's behaviour.

Please telephone the office as soon as possible to make a mutually convenient appointment. Many thanks for your co-operation.

Yours sincerely,
Class Teacher

Appendix C

Name	
Date	
Name of Reporting Adult	

Antecedent <i>What led up to incident</i>	Behaviour <i>What did the child actually do?</i>	Consequence <i>What did you, as the adult, do in response?</i>	Outcome <i>To be completed by member of SMT</i>

Member of SMT _____

Appendix D

Mansbridge Primary School



Meeting with parent

Parent	Child	Class

Date	Time

Seen By

Phone

Interview

Letter

Issue

Action