



**MYDDLE CE A PRIMARY SCHOOL**

# **Behaviour Policy**

**September 2023**



### **1 Statement by the Governing Body**

This Behaviour Policy aims to enable all our children to develop their full potential by promoting attitudes of mutual respect and responsibility among members of the school community based on our Christian Ethos.

### **2 School Expectations**

"A school's central purpose is that children should learn. Good behaviour makes effective teaching and learning possible" Elton Report 1989.

We expect children to come increasingly to understand and follow our guiding principle:

We will all help to make school a good place to be.

### **3 Management of Behaviour**

As a school, we seek to provide the best possible educational environment for the children in our care. The Christian Ethos of the school must be reflected in any behaviour management. The Myddle Magic, introduced in November 2020, reflects this.

Aims:

- To provide a safe, secure and enjoyable environment for all pupils whilst enabling them to make safe choices.
- To promote attitudes of mutual respect and responsibility among members of the school and wider community.
- To promote children's spiritual, moral, cultural and social development; fostering an attitude of respect towards faith, worship and praise.

As staff, it is our duty to implement the Behaviour Policy, Rewards and Sanctions in a way that fully supports these aims. We must be and aim to be consistent and fair with all pupils.

### **4 How We Aim To Achieve The Expected Standard of Behaviour.**

We aim for a positive culture in which appropriate behaviour is recognised and praised.

We aim to provide-

- A work environment in which children are challenged while receiving supportive marking and feedback.
- A social environment in which children are encouraged to be adventurous, imaginative, collaborative and purposeful.
- We make the school's routines explicit and obvious. The stronger the pattern of routines, the more support they give children.

We have a set of 5 core Christian values called 'The Myddle Magic' which we expect children to uphold. They are praised for doing so and there are sanctions in place if they do not.

At the beginning of the school year each class, through discussion in PSHE sessions, produce a set of agreed class rules, which are displayed in the classroom. These rules may incorporate the 'Myddle Magic' along with classroom-specific rules, worded as appropriate for the age of the child.

The 5 core values and statements of the Myddle Magic are:

- ✓ **Respect – To treat others how you wish to be treated yourself**
- ✓ **Responsibility – To take responsibility for your actions and your learning**
- ✓ **Perseverance – To always try your best and ensure others can do the same**
- ✓ **Kindness – To show an awareness for others and the world around us**
- ✓ **Forgiveness - To be fair honest and forgiving**

We have well developed policies and programmes of work for Personal, Social and Health Education and Citizenship, which uses the Jigsaw PSHE scheme and understanding Christianity in RE. Both support the children in developing their understanding of their rights and responsibilities as individuals and as members of a community. These are reinforced by our development of the Whole School Approach as part of the Healthy Schools initiative. Our Teaching and Learning Policy, together with our commitment to the principles of Valuing All God's Children, supporting children with Special Educational Needs and providing enrichment experiences for the Able, Gifted and Talented, also help to support children in their development.

Children who have emotional barriers to learning or poor interpersonal skills can often display inappropriate behaviours. These children are supported by a Learning Mentor on an individual basis.

All new staff (Teachers, TA's, SSA's, Dinner Supervisors) have an induction programme during which they are made familiar with the school's expectations, procedures and relevant policies.

All staff have regular meetings where behavioural issues can be discussed (Wednesday am)

All staff have access to and support from the school guidance document Inclusion-Behaviour.

All staff aim to be positive role models for the children through their own behaviour and treatment of others.

### **Child on Child Abuse**

In with KCSIE 23, Staff should recognise that children can abuse their peers. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Victims of peer abuse should be supported as they would be if they were the victim of any other form of abuse, in accordance with this policy.

Child on child abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same age or similar age.

### **5 Rewards- Acknowledging Appropriate Behaviour.**

At Myddle CE Primary School, we have a policy of identifying and acknowledging children behaving well and of finding ways to enhance and encourage positive learning behaviour. We hope that children will want to act responsibly and want to work hard. Within school, we have a range of rewards which we use to encourage good behaviour and attitudes. The rewards used in school include positive looks or comments of praise, Myddle Magic reward cards, Dojo points (merits), stickers, extra play or responsibility, sharing work/good attitudes with others (peers, other classes, Deputy Headteacher, Executive Headteacher) and comments to parents.

### **In Class and as a school**

The main reward scheme teachers use in class is 'Class Dojo', which is linked to the school's core values and individual class rules. Dojos are awarded to children each week when they are observed demonstrating any positive behaviours. Myddle Magic reward cards are also given out to children when they are observed demonstrating positive behaviours in class and around school by any member of staff. In increments of 5 reward cards, the children have the opportunity to earn a badge to wear with pride (bronze 5, silver 10, gold 15, platinum 20 and diamond 25). Children that earn badges are considered by the school as ambassadors of the Myddle Magic and are expected to lead by example in and around the school. A child from each year group is also recognised as a 'Star of the Week' during celebration worship on Friday mornings. Celebration worship is delivered by a group of year 6 children and those recognised as 'Star of the Week' receive a special certificate and a Myddle Magic card. At the end of each term, children are nominated by staff members for specific awards in recognition of their achievements and efforts. These are presented during a special achievement worship.

### **Breaktimes and Lunchtimes**

The supervisory staff reward children with Dojos or "Myddle Magic" reward cards.

### **6 Sanctions-Challenging Inappropriate Behaviour.**

When behaviour is not positive, the following systems are used by teachers and adults in school.

We hope that it will not be necessary to use such sanctions and that children will naturally want to learn and be responsible caring citizens both in class and around school.

See Behaviour Code (Appendices)

If a child displays level 3 behaviour, a review sheet (see appendix) is completed with the adult in school. This is kept in the class teacher's behaviour folder. When a letter (see appendix) is sent home, if parents wish to discuss the matter further they should contact the office to make an appointment to see the class teacher or talk to them on the telephone.

In the event that a child displays level 5 behaviour, then parents would be expected to attend a meeting with the Deputy Headteacher or Executive Headteacher. This meeting would in part include the child and be used to further implement strategies to improve behaviour and support from the parents would be expected.

The teacher, parent and a member of Senior Leadership Team (SLT) will provide support for the child in developing strategies for maintaining good learning behaviour. The child's particular strategies would be recorded and their subsequent behaviour noted. They may mean working with the school's Learning Mentor or requiring support from an outside agency such as the Behaviour Support Team.

If a behaviour plan is needed, then at the end of the agreed time scale, there will be a review meeting with the parent/s to discuss how the strategies are working. If necessary, support from outside agencies will be accessed and a further Behaviour Plan drawn up.

Improvement will be expected and if this is not evident, further sanctions at lunchtime or fixed term or permanent exclusion will be considered.

If a child is involved in a severe incident of misbehaviour, clearly the above steps would need to be shortened and Level 5 or 6 actions would be implemented immediately.

### **Discretion:**

Teachers and other staff are aware that discretion is needed in some incidences of negative behaviour and will use their professional judgement to make decisions. For example, a younger child who swears unknowingly may not require the same sanction as an older child who swears at another child intentionally.

### **Breaktime and Lunchtime Issues:**

Any misbehaviour at break time will be addressed by staff on duty and communicated to the class teacher. This will be carefully monitored and the behavioural code followed as above. At lunchtime a member of staff is on duty in their classroom so that children if needed can be sent in or withdrawn from their playtime. The children will initially be given a warning to make better behaviour choices by the supervising adults. If a 2<sup>nd</sup> intervention is needed then the child/children will be sent inside to the designated classroom/adult. The behaviour code will be followed and parents contacted if necessary. (See appendices for timetable)

### **Recording Behavioural incidents:**

As a school, we use CPOMS to record both positive and negative incidents. Tracking behaviour incidents in this way allows staff and members of the SLT to track and monitor behaviour over time.

We also use Class Dojos to record positive behaviour within the online database and staff also track the number of Myddle Magic reward cards children have received.

Children on the SEND Register, will have their Plans reviewed regularly by the SENDCO, class teacher, child and parents/carers.

If outside agencies are involved there will be follow up reviews by them to monitor progress.

All parents/carers are informed about their child's behaviour in school by

- a) discussion on termly parent's evenings
- b) comments in the annual written report
- c) behaviour review sheet

### **Frequent inappropriate behaviour.**

If monitoring identifies a frequency of inappropriate behaviour, then a behaviour review meeting will take place to ensure strategies are in place to support the child. In some circumstances other agencies will become involved and the child may be included on the Special Educational Needs Register and will have targeted intervention and support through the Plan, DO, Review cycle.

If the inappropriate behaviour persists, then a referral will be made to outside agencies – Behavioural Support Services, EWO or even an Educational Psychologist.

### **Exclusion**

Clear national and LA procedures apply to the exclusion process and we are committed to following these. They protect the rights of the child, the parents and the school.

### **Dealing with Incidents of Misbehaviour:**

Whilst dealing with any incident of misbehaviour, we must be aware that our principle role is to enable all children to be in a frame of mind in which they are ready to learn. Whether it is a simple look from a member of staff when a child is not on task or the implementation of an exclusion, the result must be to ensure all pupils are in the best environment and frame of mind for them to learn.

As professionals, we have to make judgements on how to deal with incidents on a daily basis but as a general guide we will endeavour to:

- Follow school policies
- Investigate incidents calmly and whenever possible away from other children
- Always listen openly to all sides involved
- Be careful not to make assumptions
- Make reasoned judgements
- Provide as much time as required to deal with an incident
- Respond in line with the Rewards and Sanctions Policy

Sometimes it is necessary to deal with incidents whilst we are teaching. In most cases, it will be possible to deal with the initial impact (e.g. calm an upset child) and then ask to see the child for 5 minutes at the end of the session (as per behaviour code). If an incident is more serious, then a member of staff will alert another member of staff or a member of the SLT, so the class teacher can remain in class.

Depending on the severity of the incident, a member of staff will:

1. Investigate the incident quietly, listening to one children at a time
2. Respond appropriately in line with school policy

Or

1. Seek support from another adult, if this is not possible we should delay investigation until it is.
2. Investigate the incident calmly and quietly, listening to one child at a time.
3. Respond appropriately in line with school policy.

Any racial, homophobic or bullying incidents will be recorded using the LA reporting form and reported to parents and governors. The governors will inform the LA annually on the pattern and frequency of any racial incidents.

## **7. Links to Other Policies/Documents**

In addition to those teaching policies and programmes of work mentioned in section 2, we have the following supporting documents:

Anti-Bullying policy  
Equal Opportunities policy  
Valuing All God's Children Guidance  
Child Protection policy  
SEND policy  
Managing Drug Related Incidents  
Inclusion-Behaviour  
Able, Gifted and Talented Policy.

Policy reviewed: September 2023

Next review: September 2024

Signed: Clare Williams (Executive Headteacher)

(governor)



# Behaviour Code

Where is your behaviour on this chart?

Level	Behaviour	Sanction
<b>Level 1</b>	Making silly inappropriate noises Chatting in class/assembly Causing an argument Annoying a peer Running in school corridors/classes	Warning – 30 second intervention Name on board
<b>Level 2</b>	Displaying level 1 behaviour more than once Calling out continuously Spoiling games for others Dropping litter	Apologise / rectify behaviour; 5 min sanction
<b>Level 3</b>	Displaying level 2 more than once Telling lies Saying unkind things / name calling Threatening others Answering back inappropriately to adults Spoiling the work of others Throwing food	Apologise / rectify behaviour; See class teacher - 5 mins and complete review sheet
<b>Level 4</b>	Displaying level 3 more than once Hurting someone else Swearing Damaging property (school or other peoples) Not being sensible in cloakroom areas, corridors or toilet	Apologise / rectify behaviour; Miss break; See class teacher – complete review sheet & send letter home
<b>Level 5</b>	Displaying level 3 or 4 more than once Biting Kicking Fighting Causing physical harm to someone else	Miss break(s); complete review sheet & send letter home; See Deputy/head; Telephone parents
<b>Level 6</b>	Displaying level 5 more than once Bullying Running out of school Stealing Hurting an adult Bringing something dangerous into school	See Deputy/head; Letter home to parents from Deputy/head; Parents invited in to see Deputy/head.



## Behaviour review meeting

Name: \_\_\_\_\_


Date: \_\_\_\_\_

Why do you think you have been asked to see me?

What behaviour have you shown that is not acceptable in our school? (Look at chart)

What do you think you could have done differently?

What aspect of the 'The Myddle Magic' do you think would help you make better choices next time?

	<h1><i>The Myddle Magic</i></h1>
Name: _____	
<i>Well done for being an excellent example of The Myddle Magic</i>	
<i>Respect - To treat others how you wish to be treated yourself</i>	<input type="checkbox"/>
<i>Responsibility - To take responsibility for actions and your learning</i>	<input type="checkbox"/>
<i>Perseverance - To always try your best ensuring others do the same</i>	<input type="checkbox"/>
<i>Kindness - To show an awareness for others and the world around us</i>	<input type="checkbox"/>
<i>Forgiveness - To be fair, honest and forgiving</i>	<input type="checkbox"/>
<i>Value of the half term</i>	<input type="checkbox"/>
Signed: _____	Date: _____

Thank you for listening.

Your behaviour has now been logged in the behaviour folder.

Dear Parent,

Your child has not kept 'The Myddle Magic' today and we have had to meet with them to discuss how they could make better choices next time.

Your child has discussed this with a member of staff and ticked below an area that they need to work on to ensure that they don't get into trouble again.

**HARRIS GOUGH**  
PRIMARY SCHOOL

*The Myddle Magic*

Name.....

*Well done for being an excellent example of The Myddle Magic*

<b>Respect</b> - To treat others how you wish to be treated yourself	<input type="checkbox"/>
<b>Responsibility</b> - To take responsibility for actions and your learning	<input type="checkbox"/>
<b>Perseverance</b> - To always try your best ensuring others do the same	<input type="checkbox"/>
<b>Kindness</b> - To show an awareness for others and the world around us	<input type="checkbox"/>
<b>Forgiveness</b> - To be fair, honest and forgiving	<input type="checkbox"/>
<b>Value of the half term</b>	<input type="checkbox"/>

Signed..... Date.....

Please discuss the incident with your child and return the slip below to show that you have received this information.

If this (or similar problem) reoccurs, then we will contact you by telephone.

Thank-you for your support,

Class teacher

.....

**Myddle Behaviour Code** – *please return this slip to the class teacher*

Name of child .....

Date.....

- ☐ I have discussed this incident with my child
- ☐ I would like the class teacher to telephone me to discuss it further

Signed .....parent/carers

## Lunchtime Behaviour – Myddle

As a school, we would like to take action to address some of the unacceptable behaviours that have been occurring at lunchtimes.

### 1<sup>st</sup> Warning:

All inappropriate behaviours should be addressed with a **warning in the first instance** – asking the children politely to stop what they are doing and behave appropriately so they are not doing it again.

### Behaviours to be addressed:

- Falling out/arguing
- Being rude to adults or other children
- Not following adult instructions
- Inappropriate use of playground equipment e.g. kicking basketballs
- Games that are deemed too rough
- **Physically hurting another child\***
- Going in and out of the school building without permission
- Running inside the school building
- Leaving the hall without permission
- Using poor table manners
- Play that could be deemed dangerous to others, especially with younger children on the playground

### 2<sup>nd</sup> Warning:

If a 2<sup>nd</sup> warning is needed to be given, then children will be told to report to the designated classroom for that day to miss the remainder of their lunch break.

Each day, a classroom and a member of staff have been allocated for children to be sent to if they cannot behave appropriately.

Day	Classroom	Staff
Monday	Panda	Mrs Mayle
Tuesday	Office	Mr Glover
Wednesday	Rhino	Miss Beauchamp
Thursday	Jaguar	Mr Hughes
Friday	Tiger	Mrs Crowe

### \*Physically Hurting Others:

Any incidents of behaviour where another child has been physically hurt, then the children involved must be sent into the designated classroom immediately. This is so the behaviour can be addressed following the behaviour policy. The Class teacher will also be informed and policy procedures followed.