



Behaviour Policy

Review Committee

Policy and Resources

Date Adopted

10 October 2024

Date of next review

10 October 2025

Signed (Chair of Governors)

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Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of children's behaviour at Mowbray Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community. The policy is the result of consultation with pupils, parents and governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. Children have contributed to the behaviour policy through their involvement in the development of the school's general rules and will be asked to be involved again in reviewing the policy in two years' time.

Aims and Expectations

The aim of Mowbray Primary School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

Mowbray Primary School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy for further information).

Mowbray Primary School staff have completed the *Safety Intervention Training* programme.

This is a whole school embedded approach which lays the foundations for staff to structure consistent, calm approaches and interventions to effectively deescalate and manage behaviour incidents. It provides a common framework for decision making and problem solving to ensure the care, welfare, safety and security for all.

At Mowbray Primary School we will:

- As adults treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward positive and desirable behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way while allowing flexibility to meet individual needs.
- Ensure that children are aware of the school rules and that each class has its own classroom code or contract.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline, emotional regulation and respect for self, others and the world around us.

Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- The Education Act 2011
- The Children Act 1989
- The Equality Act 2010
- SEND Code of Practice 2014

This policy has due regard to the following guidance:

- DfE (2013) 'Use of reasonable force in schools' DfE
- DfE (2019) 'Working Together to Safeguard Children'
- DfE (2020) 'Keeping children safe in education'
- DfE Reducing the need for restraint & restrictive physical interventions (2019)

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Physical Intervention Policy
- Safeguarding Policy
- Complaints Policy
- Anti-bullying policy, including Cyberbullying

Strategies to Promote Positive Behaviour

- An effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, positive and desired behaviour arises from good relationships and from setting high expectations of positive and desired behaviour across the school.
- We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of Mowbray Primary School are that:

- Behaviour can change and that every child can be successful.
- Praising and reward systems are more likely to change behaviour than blaming children and sanctioning them. Using a positive system of rewards and celebrating success will increase children's self-esteem and thus help them to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimise disruption while helping children acquire self-discipline.

School Rules

- Mowbray Primary School has six "Golden Rules". The primary aim of the behaviour policy, however, is not a system to enforce rules but rather to promote positive relationships, so that people can work together with the common purpose of helping everyone to learn.
- The school's 'Golden Rules' are:

- We are gentle...we don't hurt others
- We listen...we don't interrupt
- We are honest...we don't cover up the truth
- We are kind and helpful...we don't hurt anybody's feelings
- We work hard...we don't waste time
- We look after property...we don't damage things

These are displayed in pictures and texts around the school.

As well as the 'Golden Rules' every member of the school community should apply the following principles:

- You own your own behaviour
- Inaction condones inappropriate behaviour

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied outcomes for behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school behaviour policy is on REWARD and PRAISE, which should be given whenever possible for both work and behaviour.

Included in the policy are suggestions for behaviour management techniques. All children will start each day and new lesson on green on the traffic light system. All class teachers should operate a stepped approach to behaviour management, which allows children to identify the next steps. Children, for whom this approach is not appropriate, will have an individual plan based around Safety Intervention Training principles detailing bespoke strategies, alternative rewards and sanctions (see appendix B).

Despite rewards and positive responses as a means to encouraging desirable behaviour in Mowbray Primary School, it may be necessary to employ a number of consequences to enforce the Golden Rules, and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment.

All members of staff will recognise and celebrate positive and desired behaviour at all times around the school through formal and informal praise.

Other rewards may include:

- Verbal praise and smiling at children
- Verbal or written praise to parents about their children
- Stickers and stamps
- Certificates
- Privileges (decided annually by School's Council)
- Positive phone call home
- Class wide rewards
- House points (collected weekly by House Captains – Cup given in Celebration Assembly)
- National Curriculum Awards – annually for achievement and attainment
- Annual Sports Medals
- Star of the Week and additional rewards in the weekly celebration assembly

Nurture and Counselling

We recognise that all behaviour is a form of communication. Children that continually present with behaviours of concern or poor social skills may be allocated a place in a specialised Nurture group, or may be referred for counselling with the pastoral lead. Children in these groups engage in activities that address particular behaviour or social needs and the aim is to support their social skills development, emotional wellbeing and look to explore the underlying reasons for their behaviour. In turn, this provides opportunities to develop and tailor approaches to meet individual needs. Children may participate in more than one group depending upon their assessment for needs. Alternatively, a referral may be made to the Emotional Wellbeing and Behaviour Support Service.

While dealing with any incidents of challenging behaviour, staff should follow these three over-riding principles, incorporating the values and ethos of the school and Safety Intervention Training principles:

Calm, consistent adult behaviour – children should be dealt with calmly and directly referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a reward or sanction that is reasonable and proportionate to the behaviour. Sanctions will generally have two steps. The first step is to stop the misbehaviour by interrupting. The second step is to redirect by providing an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.

Fresh Start and Restorative Approaches – although persistent or serious misbehaviour will be recorded and monitored, every child must feel that every day is a fresh start as is every lesson.

It is imperative that any consequence is applied fairly and the reasoning fully explained. If the class/school rules are broken the following procedure will be followed:

- Children will be given a verbal warning by a member of staff
- A second offence in the same lesson results in a yellow card
- Any further rule breaking in the same session results in a red card and a sanction from the list below

Physical Intervention

In certain and specific rare situations, members of staff will be permitted to use physical intervention where they deem it to be appropriate. This also applies to any individual whom the headteacher has identified as temporarily in charge, such as volunteers.

The school is able to use physical intervention in situations such as, but not limited to:

- Restrain a pupil who has lost emotional self-control and is presenting an imminent or immediate risk of severe harm to themselves or others.
- Reduce the risk of severe harm that a pupil is presenting to themselves or others.
- Members of staff need to maintain the safety of pupils who may display challenging behaviour on school trips, or similar.
- Members of staff may need to prevent a pupil from leaving a classroom when doing so would lead to a risk to their safety.
- A pupil is physically aggressive or violent towards others.
- A pupil is at serious risk of harming themselves or others.

Where physical intervention is required, the school will abide to the following guidance:

- The purpose will always be to maintain safety for all parties.
- Any physical intervention will be limited to emergency situations and used only as a measure of last resort.
- It will be the least restrictive and for the least amount of time necessary to manage the risk presented.
- It will be reasonable and proportionate to the level of risk, taking into consideration the individual pupil's circumstances, including medical needs.
- Initial interventions will always focus on Safety Intervention Training verbal de-escalation techniques.

Sanctions List (may include but not limited to)

- A change of activity
- 10 minutes lost playtime at either breaktime or lunchtime – supervised in either own classroom or in homework break room with Deputy Head
- After 2 red cards in a day or session, children should be sent to the Deputy Headteacher (except in extreme cases of inappropriate behaviour when immediate removal to the Deputy Headteacher is necessary).
- Separation e.g. Working in isolation from other children but beside the teacher, Teachers may send their pupils to another class with work to complete (a responsible child or adult should accompany them)

Extremely challenging behaviour must be reported to the Headteacher or Deputy Headteacher at the earliest opportunity. Consequences of being sent to the Deputy Headteacher may include:

- A phone call to parents
- An official letter home
- Entered into school warning book (kept by Deputy Headteacher)
- "Back on Track a two week period where children work towards specific targets. Privileges are removed."
- Fixed Term Exclusion (by Headteacher only - see exclusions section below)
- Permanent Exclusion (by Headteacher only - see exclusions section below)

Playground Removal

During playtimes, occasions arise where children display poor behaviour. The staff on duty should all respond to these incidents in a consistent way. Lists of behaviours and the system for dealing with them are outlined in Appendix A. A behaviour slip is then completed.

Back on Track

This is both a serious consequence and a behaviour improvement and monitoring system. It focuses on closely monitoring and supporting pupils to make improvements in their behaviour. The Headteacher or Deputy Headteacher would usually be responsible for placing a child on Back on Track. Depending on the age and individual needs of the child,

Back on Track is normally over a two-week minimum period. Removal from Back on Track is based upon the successful achievement of SMART behaviour targets agreed with the child at the start of Back on Track. Parents will always be informed in writing if their child is placed on Back on Track. While on Back on Track, children may not:

- Represent the school
- Represent their house
- Attend non-curriculum linked school trips
- Attend after school clubs
- Access playtimes with their peers
- Have lunch with their class

Fixed-term and permanent exclusions

Only the Headteacher (or the Acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

Recording, Monitoring and evaluating behaviour

Classroom

In class children may be given SMART behaviour targets to achieve and these will be recorded on a tick chart. These help focus children's attention onto positive behaviour traits. A child on Back on Track automatically receives a chart. These charts are stored in each classroom teacher's green pastoral file. Incidents of poor behaviour should be recorded in CPOMS as well.

Playground

Incidents of disruptive behaviour in the playground are recorded on the 'behaviour slip' by those on duty. At the end of playtimes these are given to each classroom teacher. These records are used to give consequences for unacceptable behaviour and also to inform the child or children involved in such incidents, teachers, parents/guardians and other relevant parties of an individual's poor behaviour when necessary. Slips are kept in each classroom teacher's green pastoral file.

Pupil's Conduct Outside the School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises (Section 89(5) of the Education and Inspections Act 2006) "to such extent as is reasonable". Sanctions in this behaviour policy may be applied to all non-criminal inappropriate behaviour and bullying anywhere off the school premises and which is

witnessed by a member of staff or is reported to the school. Teachers may apply a behaviour sanction for any misbehaviour when the child is:

- Taking part in any school organised or school related activity
- Traveling to or from school
- Wearing school uniform
- In some other way clearly 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
- Poses a threat to another pupil or member of the public
- , Could adversely affect the reputation of the school

Roles

The Role of School Council

The School Council meets approximately once a month. The School Council consists of children from Year 1 – Year 6. KS1 classes (Year 1 and 2) have one elected member, while KS2 classes (Year 3 to 6) have two elected members on the School Council, one male and one female representative. School Councillors wear special badges that identify them throughout the school.

As part of their duties, the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing the rules.

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and work together with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school's "Golden Rules" in the school prospectus, and we expect parents to read these and support them.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action. If the school has to use reasonable and proportionate sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented. (See Complaints Policy.)

The Role of Non-teaching Staff

All school staff have a responsibility to uphold the behaviour policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable and may pose a risk to themselves and others.

Lunchtime Supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime using the 'lunchtime slips'.

The Role of the Class Teacher

Mowbray Primary School is aware that good classroom organisation is a key to promoting positive behaviour and that the provision of a high quality curriculum, through interesting and challenging activities influences behaviour.

Teachers at Mowbray Primary School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere by acting calmly and consistently, avoiding shouting other than in rare occasions as a management strategy.

Teachers contribute to the open door policy for parents and carers. They aim to deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the Golden Rules are upheld in their class, and that their class behaves in a responsible manner during lesson time.

The Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in implementing and adhering to these guidelines.

The Role of the Headteacher

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

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of challenging behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

How do the roles layer together?

It is not the role of the Deputy Head or Head to be the first point of contact for behaviour incidents. This is important as it allows class teachers, who know the children the best, to discuss behaviour and consequences in line with the school Golden Rules and each class' own behaviour contracts with the child. It also allows class teachers, during the process of investigation, to provide a full picture of the child's behaviour to the senior management. This may include, for example, information on previous incidents that led up to the investigated one; information from home that may help explain the behaviour and therefore assist senior staff in selecting a consequence that fits the behaviour.

The Class Teacher	<ul style="list-style-type: none">• Implementation of behaviour policy in classroom and around the school• First point of contact for all incidents of poor behaviour in class and at playtime / coming to and from school etc• Parents should be referred to the class teacher regarding behaviour issues / enquiries by office staff, TAs and senior management as first point of contact – class teachers should hold all records of behaviour and therefore are in the best position to comment on behaviour in the first instance.• Pass serious incidents to Deputy Headteacher after investigation
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The Deputy Headteacher	<ul style="list-style-type: none">• Issues consequences for serious / persistent behaviour incidents – these should have initially been dealt with by class teacher. <u>Incidents that come straight to the Head / Deputy Head should be passed back to the class teacher as first point of contact before being dealt with.</u>• Monitors serious behaviour incidents in school behaviour book• Supervises Back on Track and monitors SMART targets, liaising with parents when necessary• Passes racist incidents and very serious incidents to Headteacher after further investigation
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The Headteacher	<ul style="list-style-type: none">• Issues consequences for very serious behaviour and racist incidents or persistent behaviours – after
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	<p>incidents have been investigated by class teachers and Deputy Headteacher.</p> <ul style="list-style-type: none">• <u>Incidents that come straight to the Head / Deputy Head should be passed back to the class teacher as first point of contact before being dealt with.</u>• Reports exclusions to LA• Liaises with parents where necessary• Reports on effectiveness of behaviour policy to governing body
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Appendix A

<ul style="list-style-type: none"> • Level 1 • Unless repeated these behaviours should be dealt with outside by giving 5 Minutes time out and will shadow a member of duty staff outside. 	<ul style="list-style-type: none"> • Level 2 • Removal from yard for remainder of playtime to the Office Area • Behaviour Slip completed and passed to Class Teacher • Incident dealt with and consequence implemented by Class Teacher at an appropriate time • Consequences may include Deputy Headteacher's warning book 	<ul style="list-style-type: none"> • Level 3 • Removal to the Head / Deputy's Office Area • Behaviour Slip Completed • Incident dealt with by senior member of staff AFTER class teacher has discussed behaviour with the child. • Consequence implemented by senior staff
<ul style="list-style-type: none"> • Name-calling • Persistently swinging on or climbing on equipment • Throwing objects • General rough play (pushing, shoving etc) • Deliberately throwing objects over fence • Misuse of school property • Spitting on ground • Not lining up correctly at end of lunch / break • Messing about in cloakroom areas 	<ul style="list-style-type: none"> • Throwing soft objects at others • Spitting on school property • Persistent rough play (pinching, pushing etc) • Deliberately entering any out of bounds areas • Lying • Inappropriate harassment (touching, nasty words etc) • Ignoring staff instructions • Multiple or extreme Level 1 	<ul style="list-style-type: none"> • Spitting at another person • Racist comments • Swearing at an adult • Running away from an adult • Rude to adult • Fighting (any hitting, kicking etc) • Biting • Throwing dangerous objects • Bullying • Multiple or extreme Level 2

Appendix B

Baseline Behaviour	Precipitating factors / Triggers	What XXXX likes	What works well for XXXX
Behaviour Signals			
Anxiety (a change in behaviour)		Supportive (an empathic, non-judgemental approach)	
Defensive (beginning to lose self-control)		Directive (Decelerating an escalating behaviour)	
Risk Behaviour (presents an imminent or immediate risk to self or others)		Consider Physical Intervention (An emergency response aimed at minimising risks and keeping everyone safe)	

Tension Reduction (decrease in physical and emotional energy)	Therapeutic Rapport (Restorative approaches to re-establish rational communication, relationships and routines))

Safety Intervention Training Terminology	
BEHAVIOUR LEVEL	STAFF RESPONSE
<p>ANXIETY BEHAVIOUR: A change in behaviour</p> <p>A non directive expenditure of energy. The first level of the Crisis Development Model</p>	<p>SUPPORTIVE: An empathic, non-judgemental approach</p> <p>Attempting to alleviate anxiety. Responding to meet the needs of the child. Prevention of escalation relies upon consistent, calm adult behaviour that a young person can trust. With this trust they will realise that you can help them.</p>
<p>DEFENSIVE BEHAVIOUR: Beginning to lose self-control</p> <p>An emotionally fuelled reaction to a trigger or stressor that could be challenging or disruptive. The second level of the Crisis Development Model.</p>	<p>DIRECTIVE: Decelerating an escalating behaviour</p> <p>An approach to manage the potential escalation by giving a clear simple request or instruction to prompt cooperative behaviour</p>
<p>RISK BEHAVIOUR: Behaviour that presents an imminent or immediate risk to self or others.</p>	<p>PHYSICAL INTERVENTION: An emergency response aimed at minimising risks and keeping everyone safe</p>

<p>The total loss of control, which may result in physical behaviour that presents a risk to the person or others. At this point, physical intervention may be considered to minimise harm.</p>	<p>A safe, non-harmful and least restrictive response to a person in crisis displaying risk behaviour posing a threat to self or others. Skills are reasonable and proportionate to the level of risk behaviour presented.</p>
<p>TENSION REDUCTION: Decrease in physical and emotional energy ...that occurs after a person has escalated and begins to return to their normal level of behaviour and rationality. Tension reduction can be marked initially by signs of confusion about what happened, embarrassment, remorse, fatigue or emotion. If you do not address this state it can lead back to a state of ANXIETY</p>	<p>THERAPEUTIC RAPPORT: Restorative approaches to re-establish rational communication, relationships and routines This approach requires empathy. Help the young person recognise that thoughts and feelings are connected to their behaviour, how their behaviour impacts others, what they can do to make things right and what they can do differently in the future.</p>

