



Measham Church of England Primary School Behaviour Policy

*This policy will be reviewed
by the Governing Board in
September 2020*

Aims

We are a caring Christian community and we believe that every member of the school should feel valued, respected and be treated fairly. At Measham CE Primary School, we aim to provide a challenging, stimulating, interesting and fun educational environment and we have very high expectations of our children.

The formation of healthy relationships is one of our main goals and the basis of good behaviour and effective learning. We are always aware that we continually strive to find better ways of helping our children to learn more satisfying ways of behaving.

At Measham CE Primary School we use rewards far more than sanctions. We all aim to be positive rather than negative and use a variety of strategies which aim to minimise misbehaviour. In addition we also:

- Make sure each child knows what to do and how to do it
- Demonstrate excellent classroom management skills
- Encourage and develop self-discipline in all of our children
- Reward children for good work, achievement and behaviour
- Support children who have genuine problems

After discussion, we have arrived at six very simple rules, written in a language which can be understood by both the very youngest and the oldest of our children.

These rules will be visited regularly with the children. We call this The Measham Way.

The Measham Way

Do it better than you have to!

- ✓ **Follow instructions first time**
- ✓ **Listen to the person who is speaking**
- ✓ **Care for everyone and everything**
- ✓ **Be the best that you can**
- ✓ **Be in the right place at the right time**
- ✓ **Treat others kindly or leave them alone**

Rewards and Sanctions

Space in the classroom will be dedicated to **The Measham Way**.

All classes will display the school rules, alongside **five** clear zones; **Super Star**, **Gold Zone**, **Green Zone**, **Amber Zone** and **Red Zone**.

All children will start at the **Green Zone** and will remain in this zone for making good behaviour choices.

Children can be moved to the **Gold Zone** when they are seen to be following the Measham Way, demonstrating The Super 7 behaviours for learning or demonstrating our Christian Values.

This will be rewarded with; stickers or certificates in class

Children can be moved to the **Super Star** for going 'over and above' when seen to be following the Measham Way, demonstrating The Super 7 behaviours for learning or demonstrating our Christian Values.

This will be rewarded with; prize from the class prize box

The **Amber Zone** is a 'Warning Zone' where children are placed if they make a poor behaviour choice, before being placed on the **Amber Zone** children should receive one warning. *E.g. 'That's a warning now (child's name) if I have to speak to you again about your behaviour your name will be moved into the warning zone.'*



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Sanctions for children in the **Amber Zone** are to miss five minutes of playtime or lunchtime reflecting on their behaviour.

Following a move to the **Amber Zone**, children who show repeated poor choices will then be moved to the **Red Zone**.

Sanctions for the **Red Zone** are to miss up to fifteen minutes of playtime or lunchtime

Foul language, challenging adults in an inappropriate way, physical abuse of others, require immediate move to Red Zone.

If a child is regularly in the **Red Zone** and missing up to 15 minutes play per day, then a member of the SLT should be notified and the behaviour will be monitored and recorded on a yellow behaviour form. See Appendix 1.

Once a child has received a sanction for being in the **Red Zone**, they move back to green.

Team Points

In addition, all adults in school can award children Team Points. This is to encourage the children to work together collaboratively to improve behaviour. Team point tokens can be given to any child in school for following the following the Measham Way, showing Christian Values, exercising their character muscles or generally going the extra mile. For example: demonstrating excellent manners, super effort in lessons, wonderful homework, caring for others etc.

Each child is allocated a team colour; red, blue, green and yellow. Team point tokens are awarded and are collected in a box on display in school. Each half term, team points are counted and a reward will be given to the team with the most points.

(No more than 5 Team Points can be awarded at any one time.)

Prevention

We aim to use positive, preventative strategies with the children in order to minimise the occurrences of challenging behaviour. We do this by:

- Creating a positive, supportive and safe climate in the classroom
- Establishing positive relationships with pupils and parents
- Being in ready the class before the pupils arrive
- Having well planned, meaningful lessons differentiated to meet the needs of the pupils
- Making links with previous learning
- Ensuring equipment or materials needed are available and in working order
- Having well-established routines for behaviour
- Teaching the children strategies to deal with anger and frustration
- Using social problem solving skills, circle time and mediation
- Using appropriate humour and relationships to ensure all children feel a sense of belonging in their class groups

Bullying (Also see Anti-Bullying Policy)

We define bullying as; "prolonged and sustained emotional or physical abuse with the intention of hurting or intimidating another".

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate



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bullying, we do everything in our power to ensure that all children attend school feeling safe and secure. A record is kept of any incidents of bullying and parents will be informed by letter.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff will only intervene physically to restrain a child, if a child is in danger of hurting him/herself or prevent injury to a child. The actions that we take are in line with government guidelines on the restraint of children.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that children in their class behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces **The Measham Way** consistently. The teacher treats all children in their class with respect and understanding.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

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 keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

Review

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.



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Appendix 1

Further Sanctions

Most incidents of inappropriate behaviour can and should be dealt with by a member of the staff working in the classroom. Any incidents dealt with by the Headteacher/Deputy Headteacher/SLT will be recorded in the Behaviour Log (Yellow forms kept in Headteacher's office). This is to ensure that patterns of behaviour can be identified and dealt with.

If the inappropriate behaviour should reoccur, or be serious in the first instance, then the child will move to **STAGE 1**.

STAGE 1

- Sent to the Headteacher or in her absence the Deputy Headteacher/ SLT
- The Headteacher or senior member of staff will apply further sanctions as appropriate to the incident and the child. This will be recorded on a yellow form in the Behaviour Log
- Intervention from the school in the form of a lunchtime Nurture Group might be sought at this stage, the aim being to modify poor behaviour and reward good behaviour

This would then be followed by Stage 2.

STAGE 2

- The entire incident is handed over to the Headteacher. Appropriate sanctions would be applied and will be recorded in the Behaviour Log
- Parents are kept aware at this stage by an informal conversation or letter explaining (depending on the nature of the incident) the situation and how it has been dealt with
- At this stage intervention from the SENCO may be sought if it was felt that an Individual Support Plan would be appropriate
- Children whose names have occurred in the Behaviour Log more than 3 times within a half term will automatically have a phone call/letter sent home as above requesting parents come in to school to discuss the situation
- Governors will also be made aware of the situation but individual names of children will not be shared with Governors

It would be hoped that no situation would ever get beyond Stage 2. At this stage close liaison will have been set up with the child's home and the child will have a Daily Home/School Record Book. However, serious or persistent cases would then move to Stage 3.

STAGE 3

- Pastoral Support Programme would be agreed with the Headteacher, class teacher, parents and the child. (See Appendix 2)
- Outside advice will be sought e.g. educational psychologist advice/assessment
- Parents and Governors would now be fully involved

If behaviour did not improve:

- A child would be excluded at lunchtime for a period of time. (This could also be the case if a child persistently exhibits unacceptable behaviour at lunchtime)

Then:

- The child would be excluded from the whole school day for a period of time

Finally:

- With no other options available a child would be permanently excluded from school. This final decision would be taken by the Measham CE Primary School Academy Governing Body.



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APPENDIX 2

**Measham CE Primary School
Pastoral Support Plan**

Name:	
Year group:	
Class teacher:	
Date of meeting:	
Issues arising from behaviour:	
Child's Targets:	
Action Points (Child):	
Action Points (School):	
Action Points (Other Agencies):	
Expected Outcomes:	
The child is at risk of exclusion if:	
Review date: (An early review of the Pastoral Support Programme is possible if the current plan is proving unsuccessful.)	
Start date of Plan:	
Signed (Headteacher)	
I/We agree with this programme for our son's/daughter's education in order to support him/her in working towards a successful, full time reintegration.	
Signed (Child's Parent/Carer)	Date: