

Mountfields Lodge Primary School



Behaviour Policy

Always learning, always growing

Date Adopted September 2024
Date Amended April 2026
Next Review September 2026

Vision and Aims

We ensure that a whole school approach to behaviour is supported by children, staff and parents and governors, based on shared values.

We have an expectation that children have an education in a safe environment that is conducive to learning. Children will be taught values and attitudes that promote responsible behaviour, self-discipline and a respect for everyone and everything.

Good behaviour will be encouraged by providing a range of clear set of rewards and consequences for children of all ages and all abilities.

Our pupils will show care and consideration to others.

At Mountfields Lodge we will:

- Acknowledge good behaviour
- Ensure all staff to reinforce the school's culture and ethos.
- Apply positive reinforcements and rewards clearly and fairly to reinforce routines, expectations, and norms of the school's behaviour culture.
- Encourage children to realise their own best interests and how to manage their own behaviour.
- Provides a clear framework in which children learn what is expected of them and how they are expected to behave throughout the school.
- Encourage staff to set firm and consistent limits and reinforce appropriate behaviour when and wherever it occurs throughout the school.

Our Code of Conduct:

Our 'Roots for Learning' our ABC code of conduct applies at all times during the school day and are enforced by all members of staff:

Accept: We accept instructions must be followed.

Behave: We behave in a polite and respectful way.

Care: We care for everyone and everything.

Our Roots For Learning are displayed in each class and in other key areas around the school. When acknowledging both positive and prohibited behaviours staff should refer to these rules when talking to pupils.

We expect all pupils to follow our **ABC**; this is actively promoted and taught through our behaviour curriculum both explicitly and through modelled behaviours - throughout the school, and pupils are recognised for adhering to it.

Our School Motto is:

Always learning, always growing

This is referred to in assemblies and teaching and is displayed in classrooms and central areas. It is simple and helps children to be inspired to reach their potential.

Rewards:

Staff acknowledge good behavior and this encourages repetition. We reward pupils for following our behaviour expectations.

Rewards can be as simple as a 'thank you', a smile or a 'well done' by any adult in school. They can include:

- Recognition and praise from *other* adults and children
- Stickers
- House points
- Increased responsibility
- Recognition in a Class, Age group, Key Stage or Whole-school assembly
- Visiting/Visit from the Head teacher to show work or to celebrate good behaviour and to receive praise and acknowledgment
- 'Achievement' Certificate as part of our Key Stage Achievement Assembly (once every 2 weeks)
- Whole class behaviour awards

House Points:

Every pupil in the school (and every member of staff) is divided into one of the four school houses:

Foxes (*yellow*)

Deer (*red*)

Hedgehogs (*green*)

Badgers (*blue*)

House points earned are represented by tokens which children place in House Point Token Jars in each classroom.

At least twice each month the House Captains collect and count the House Point Tokens and at the end of each month they total the House Points earned/awarded for that month and the House with the most tokens is presented with the House Cup in a school assembly.

House points are awarded for individual achievement and can be awarded by *any* school adult and can be awarded for any way that a pupil shows they are following our Roots For Learning.

Consequences:

At times, however, children ***choose not to abide*** (and poor behavior is always recognised as being 'a choice') by our ABC Roots For Learning and therefore incur a Behaviour Consequence.

1. Rule reminder

2. Verbal Warning
3. Time Out in Class
4. Time Out not in Class
5. Thinking Time
6. Internal Sanction

Class Teachers keep a **Behaviour Tracking Sheet**, which is accessible to all staff working in that class (kept in a Behaviour Log). The basic premise is that pupils learn that negative consequences are an outcome of misbehaviour/poor behaviour choices. The key is not the consequences themselves but the inevitability that they **will occur each time a rule is broken**.

There will however be times when, in the professional judgement of the teacher, it would not be in the child's best interest to provide a consequence.

Our School Consequences/Sanctions and the Law:

It is widely acknowledged that any sanction issued must satisfy one of the following 4 conditions:

- The decision to give a sanction must be made by a paid member of staff.
- The decision must be made on the school premises or while the pupil is under the charge of the member of staff.
- It must not breach any legislation e.g. the respect of disability. SEND, race or any other equalities.
- The sanction must be proportionate and reasonable.

Thinking Time:

Thinking Time occurs at lunchtime and is led by members of the Senior Leadership Team. Any member of staff referring a pupil to Thinking Time will complete a 'Thinking Time Referral Sheet' (**Appendix 3**); this sheet will be handed to the member of the SLT leading the session that day.

Thinking Time gives the pupil time to reflect upon actions chosen and time to explain how their behaviour should change in the future. Pupils may be asked to complete a Thinking Time Sheet (**Appendix 4**) or write a letter of apology.

If a pupil has 2 Thinking Times in a 2-week period, then a phone call will be made to the parents by the class teacher. Parents *maybe* informed after the first occasion depending on their age and circumstances.

If the misbehaviours are repeated in a further 2-week period, the pupil will be placed on a Behaviour Card for one or two weeks, during which time very specific behaviour goals will be set and monitored. Parents will be informed of this and completed Behaviour Cards will be sent home. It is expected that such intervention will address the majority of misbehaviours; however,

where this is not the case an individual Behaviour Plan will be drawn up with the child and parents and shared with all staff who work with the pupil.

A Log of pupils attending Thinking Time is maintained by the Senior Staff.

Pastoral Care and reflection following sanctions:

If a pupil has had a sanction, it can often be necessary to have a reflective conversation with them. This is likely to be the class teacher but may be other staff too. These reparative conversations are a critical part of pastoral care and will help children to move on from their behaviour and to make more positive choices in the future. If the behaviours persist then further pastoral support maybe sought. This may take the form of social stories, explorative drawings or discussions with the team around the child.

Exclusions From School

A decision to exclude a pupil taken from school will be taken:

- In response to serious / persistent breaches of the school's behaviour policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

Please see the Bradgate Education Partnership Exclusion Policy on the school's website

Behaviour Logs:

In addition to the **Class Behaviour Log** and the **Thinking Time Log**, there are 2 other Behaviour Logs:

- **Positive Handling/Pupil Restraint Log** – used to record ANY occasion where pupil restraint has had to be used; this is rare and where it is deemed to be likely a pre-agreed Behaviour Plan would have been drawn up in consultation with parents/carers. However, there may be occasion where a pupil opts to abscond, attempts to damage school property or physically harm themselves or others or generally prejudice 'good order'; in these circumstances it may be necessary to use physical restraint, but this would be in accordance with the school's Positive Handling Policy. Any restraint will be recorded on Arbor.
- **Behaviour Log** – this includes any reported racist, bullying, sexual, cyber-bullying or homophobic behaviours. Incident forms, obtainable from the Staffroom, should be completed, recording all details. Completed forms should be returned to the Head teacher whose responsibility it is to maintain the Log. The Head Teacher and/or SLT members will decide on the appropriate course of action to deal with the incident and these actions will be detailed in the Log.

Lunchtime Supervision:

All pupils are expected to follow the school rules *at all times*, this includes at lunchtimes.

Lunchtime Supervisors can reward children in the same way as other staff by using verbal praise or the awarding of house points.

LTS will use the consequences as set out in this policy and record this on slips that are handed to the Midday Manager who will then pass onto class teachers to record in the Class Behaviour Log.

If a member of the LTS team cannot effectively manage a pupil's behaviour that pupil will be sent to the Midday Manager.

Any pupil found fighting will be sent to the HT or DHT; fighting is not tolerated

The LTS team has 3 simple expectations:

- To ensure the H&S of all the children.
- To ensure the smooth running of the Dining Hall and playgrounds.
- To share in the school's responsibility to provide opportunities for personal growth and enjoyment.

Overtly Challenging Behaviour:

This can take the form of:

- Verbal abuse to any member of the school community – i.e. swearing at adult, threatening an adult, personally insulting language (e.g. cultural, racist, homophobic etc.)
- Physical abuse/Assault – such as hitting, spitting, scratching, biting, kicking
- Defiant refusal
- Absconding
- Damaging property

Should a child present staff with overtly challenging behaviour a range of de-escalation techniques will be used. These techniques include: calm talking, distraction, step away, negotiation, humour, reassurance, options offered, non-threatening body language. It is always to be hoped that de-escalation techniques will have the desired affect, however this might not necessarily be the case.

If a child demonstrates such behaviour the situation will be dealt with by a member of staff trained in positive handling techniques. A member of senior staff will inform their parents. Our

Internal Sanctions:

This is an internal process, in which a child is removed from the class for a fixed period of time following an occurrence of one, or more, of the challenging behaviours listed above. It is a short term measure (up to one school day) to allow learning to continue uninterrupted within the class and for the child concerned to understand the seriousness of such behaviour. The Head Teacher, Deputy Head Teacher, or member of Senior Leadership Team in their absence, will decide whether an internal sanction is an appropriate consequence.

Internal sanctions will always be supervised. Appropriate work will be set by the class teacher and they will be expected to complete this work. Where an internal sanction includes a break time or lunchtime, the child will be allowed some relaxation time. This may, if appropriate, be outside but at a different time to the other children.

Parents will be informed of this sanction and a letter will also be sent to parents explaining the reason for the internal sanction.

Searching and Confiscation:

Under the 'DfE's 'general power to discipline' and maintain appropriate behaviour, staff may search pupils and may confiscate pupil property.

Searching:

- School staff may search a pupil for any item if the pupil agrees/*with consent*.
- Head teachers and staff authorised by them also have a statutory power to search pupils or their possessions, *without consent*, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items in our school, as supported by the DfE legislation, are:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images

or

- any article that the member of staff 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).

Confiscation:

- Staff *may* confiscate, retain or dispose of any prohibited item found as result of a search or any item they consider to be harmful or detrimental to school discipline, however, any confiscated or prohibited item would be first reported to the parent/carer *and in most circumstances* would be handed over to the parent/carer unless it was felt by the Head teacher that there was the need to involve the Police and/or the LCC Safeguarding Team; this may be done without any prior consultation with the parents/carers.

The Power to Discipline Beyond the School Gate:

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances '*to such extent as is reasonable*'. When considering whether the school will implement a sanction for reported

misbehaviour out of school, the Head teacher will take into account the context of the situation and the action that would have been taken if the offence had taken place on school premises.

All criminal behaviours which occur on or off the school premises *will* be reported to parents and *may* be reported to Social Services and/or the Police.

'Higher Need'/Extreme/Vulnerable Behaviours:

In most instances, the conduct of pupils towards each other will be covered by the practices and protocols laid out in this Behaviour Policy. However, there may be occasions where behaviours observed, or reported, mean that other 'behaviour management approaches' become necessary.

In the school's 'Child Protection Policy' (in the main body of the text *and* in the Appendices) is guidance on managing behaviours where there are:

- Allegations against staff and volunteers re. their conduct or behaviour.
- Concerns about the behaviours of pupils vulnerable to extremism and radicalisation.
- Concerns raised about the impact of behaviours of adults leading to Female Genital Mutilation (FGM)
- Allegations of Child on Child abusive behaviours
- Concerns about pupils who display Harmful Sexual Behaviour

Appendix 1: Internal Sanction Letter

Date:

Dear Parent/Carer,

RE: Internal Sanction of:

Following contact with you by phone regarding the need for an Internal Sanction, our policy is to 'follow that up' in writing. Therefore, we unfortunately need to inform you that it was necessary to remove _____ from his/her class today.

Between ____ am/pm and ____ am/pm _____ worked with a school adult, on activities set by their Class Teacher, away from the Class.

The reason for this sanction taking place is:

.....
.....
.....

If you would like to discuss this further, please do not hesitate to contact school to speak to Mrs. Mock or Mrs Hewitt.

Yours sincerely,

Appendix 2: Thinking Time Referral Sheet

Thinking Time Referral Sheet for SLT Lunchtime Sessions

Name of Child	Class	Date
Time required for TT sessions		
Reason for Thinking Time (Please circle which Root For Learning was not followed and a brief explanation of events leading up to TT time) A. We accept that instructions must be followed. B. We behave in a polite and respectful way. C. We care for everyone and everything		
If a child completes a Thinking Time sheet in the class, please hand to SLT to add to file.		

Appendix 3: Thinking Time Sheet EYFS/KS1

Thinking Time Sheet

Pupil Name: _____ Class: _____

Date: _____



Appendix 4: Thinking Time Sheet KS2

Name: _____ Date: _____

The Root For Learning I chose not to follow:

- We accept that instructions must be followed.
- We behave in a polite and respectful way.
- We care for everyone and everything

What was the choice I made?

Who was affected and how?

How will I make a change?

Agreed Next Steps:
