

Mountfields Lodge Primary School



Behaviour Policy *(including Internal Exclusions)*

Aim High, Reach for the Sky

Aims of our Behaviour and Policy

- To ensure that a whole school approach to behaviour is supported by children, staff, parents and governors, based on shared values.
- To have an expectation that children have an education in a safe environment that is conducive to learning.
- To teach values and attitudes that promote responsible behaviour, self-discipline and a respect for everyone and everything.
- To encourage good behaviour by providing a range of clear set of rewards and consequences for children of all ages and all abilities.
- To show care and consideration towards individuals in order to improve behaviour.

Discipline in Schools – Delegated Powers:

Key Points:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff with responsibility for pupils.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Assertive Discipline:

We have a system of **Assertive Discipline** at Mountfields Lodge that is part of the framework which supports the school community. This system:

- Acknowledges good behaviour and encourages repetition and communicates the school community's expectations and values to all pupils.
- Provides an opportunity for all staff to reinforce the school's culture and ethos.
- Applies positive reinforcements and rewards clearly and fairly to reinforce routines, expectations, and norms of the school's behaviour culture.
- Is a positive form of behavioural management that focuses on changing behaviour as well as managing it.
- Involves a whole-school approach in order to be successful.
- Encourages 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.
- Encourages the staff to set firm and consistent limits and reinforce appropriate behaviour when and wherever it occurs throughout the school.
- Creates a positive school ethos in which both staff and children can realise their needs.
- Respond predictably, promptly and assertively (this does not mean aggressively or loudly!)

Our School Rules/Code of Conduct:

Our ABC code of conduct consists of **three rules** that apply at all times during the school day and are enforced by all members of staff:

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

The rules 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 '**A, B, C**'; 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:

Aim High Reach for the Sky

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.

Supporting our motto and school rules is our **School Vision** of creating pupils who are **EPIC** learners. We want our pupils to develop learning behaviours that demonstrate:

Exploration: We want our pupils to have a love of exploring facts, finding information and developing new skills; ***we want them to be inquisitive and enquiring.***

Perseverance: We want them to not give up at the first hurdle (or even the second); we want them to know that effort, commitment and hard work can pay dividends; ***we want them to persevere.***

Independence: We want them to learn how to learn; to learn how to pursue lines of enquiry and interest for themselves; ***we want them to develop independence.***

Communication: We want them to be able to tell others, with confidence and clarity, what they know, what they think, what they imagine; ***we want them to be good communicators.***

These are promoted regularly and routinely as part of our school's ethos and belief.

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
- *EPIC Cards (these identify characteristics of learning characteristics – shown below)

House Points:

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

Sycamore (*yellow*)
Mulberry (*red*)
Willow (*green*)
Beech (*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. These totals are reported on the School Website Home Page.

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 the school rules or being EPIC learners.

***EPIC Cards:**

Our Teaching Partner Staff initiated the issuing of **EPIC Cards** to the pupils in recognition of their demonstration of EPIC qualities. These cards can be awarded at any time by TPs/HLTPs in support of the type of learners that we desire in Mountfields Lodge.



- ☐ Exploration
- ☐ Perseverance
- ☐ Independence
- ☐ Communication

**WELL DONE EPIC
LEARNER!**

YOU HAVE BEEN **EPIC** TODAY!



Consequences:

At times, however, children ***choose not to abide*** (and poor behavior is always recognised as being 'a choice') by our ABC Code of Conduct 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 Exclusion

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 everyday from 12.20pm – 12.50pm and is staffed by members of the Senior Leadership Team on a rota basis in the HTs' Office.

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 *may* be 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; this Log is securely stored in the DHT's Office.

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.

Detentions:

A teacher may issue a short detention as 'a behavioural consequence' either during a break or lunchtime or directly after the end of the school day, if they consider it appropriate to do so. In our school, 'Thinking Time' (at Lunchtime) falls under this category of behavioural consequence as may 'Time Out', especially if a detention at a break or lunchtime is as a result of inappropriate social behaviours where it is considered that 'time out of the playground' would be an appropriate consequence.

With any lunchtime or break time detention, staff will allow reasonable time for the pupil to eat, drink and use the toilet.

For a short after-school detention – a maximum of 5 minutes - no notice to parents is required. However, teachers will not issue a detention where they know that doing so would compromise a child's safety or put them at risk i.e. not being able to get home safely. Inconvenience to parents is not reason enough not to issue a detention after school, unless again it is felt that the safety of the pupil would be compromised.

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

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. This Log – commonly called the 'Bound Book' - is securely kept in the Main School Office. (*for further exemplification x-ref. 'Overtly Challenging Behaviour' section below*)
- **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. Incidences requiring the use of this Log is reported to the School Governors as part of the termly HT Report.

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 Children's Mentor may be assigned to work with the child.

x-ref Positive Handling Policy

Exclusions: x-ref Exclusions Policy

Internal Exclusion:

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 exclusion is an appropriate consequence.

Internal exclusion will always be supervised and will take place in isolation. Appropriate work will be set by the class teacher and they will be expected to complete this work. Where an internal exclusion 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.

Where a child has been internally excluded, the person authorising the internal exclusion will inform the child's parents before the end of the school day, and this will involve a discussion about the child's behaviour. A letter will also be sent to parents explaining the reason for the internal exclusion.

See Appendix 1 for a copy of the letter sent to parents and see flowchart in Appendix 2 for the process regarding Internal or External Exclusions.

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 **Peer on Peer/Child on Child abusive behaviours**
- Concerns about pupils who display **Harmful Sexual Behaviour**

There is also guidance on:

- **Sexting**
- **Sexual Violence and Sexual Harassment**
- **Children Missing in Education (CME)**
- **Child Sexual Exploitation (CSE)**
- **Honour-based' Abuse (HBA)**
- **Human trafficking and modern slavery**

As a school we make use of the **Leicestershire Traded Services (LTS) website > Safeguarding** to access other guiding and supporting materials to help manage, and report, such behaviours, **all of which** are recognised as having serious detrimental impact upon pupil behaviour and well-being.

Appendix 1: Internal Exclusion Letter

Date:

Dear Parent/Carer,

RE: Internal Exclusion of:

Following contact with you by phone regarding the need for an Internal Exclusion, our policy is to 'follow that up' in writing. Therefore, we unfortunately need to inform you that it was necessary to internally exclude _____ 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 the internal exclusion taking place is:

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

It is important that we also make you aware that where a child receives 3 internal exclusions, within an academic year, we consider it appropriate to externally exclude the child. Our school's Behaviour Policy sets out the reasons why we may internally exclude a child, and the procedures we follow. It can be found on our school website in the Policies section.

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 - Guidance on Internal or External Exclusion

Excluding a pupil from class, or from school, *is always a last resort*. Before using any Internal or External Exclusions, a school must legally consider any SEND a child may have, so as not to discriminate against them for behaviour(s) related to their SEND. However, the Head Teacher has the discretion to decide whether a particular incident will lead to internal or external exclusion and it *does not mean* that a pupil with SEND may not be excluded.

Before an Internal or External Exclusion is considered appropriate de-escalation strategies should have been used and where a child has an IBP this must have been followed.

Behaviour that may lead to Internal Exclusion:

- Verbal abuse to any adult in school – i.e. swearing at adult, threatening an adult, using personally insulting language
- Defiant refusal
- Absconding (but pupil readily and quickly returns on to site)
- Damaging property

Behaviour that may lead to External Exclusion:

- Physical abuse/assault of an adult (or another pupil, where an injury is caused) - such as hitting, spitting, scratching, biting, kicking
- Repeated *serious* verbal abuse to any adult in school i.e. swearing at adult (especially in cases where other pupils witness this), threatening an adult, personally insulting language
- *Persistent* Defiant refusal
- *Serious* damage to property
- Absconding leading to/potentially leading to serious personal harm (pupil refuses to return to site)

Inform HT, DHT or SLT member who will decide if Internal Exclusion is appropriate: if it is...

Class teacher informed and appropriate work set by CT.

***TP available.* Pupil will work in an older class, HT or DHT's room, or *other work space*. Pupil allowed break or lunch time, but not with other pupils.**

Inform HT or DHT who will decide if an External Exclusion is appropriate; if it is all appropriate procedures will be followed.

***No TP available.* Pupil will work in an older class HT or DHT's room. Pupil allowed break or lunch time, but not with other pupils.**

HT, DHT or SLT member talk to pupil before they return to class.

HT, DHT or SLT member ensures parents have been informed.

Within an academic year, where a pupil has received 3 Internal Exclusions, an External Exclusion will follow. For a pupil with SEND their needs must first be considered.

Appendix 3: Thinking Time Referral Sheet

Thinking Time Referral Sheet for SLT Lunchtime Sessions 12.20pm-12.50pm		
Name of Child	Class	Date
Time required for TT sessions		
Reason for Thinking Time (Please circle which rule was broken and a brief explanation of events leading up to TT time) <ol style="list-style-type: none">1. We accept that instructions must be followed.2. We behave in a polite and respectful way.3. 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 4: Thinking Time Sheet

Thinking Time Sheet

Pupil Name: _____ Class: _____

Date: _____

