



Diocese of Norwich
Education and
Academies Trust

MOORLANDS CE PRIMARY ACADEMY

“I can do all things through Christ who strengthens me.”

Philippians 4:13

Behaviour Policy

Date of Publication: September 2016

Review Date: September 2018

Person responsible for review: Headteacher

Roles and Accountabilities

The Diocese of Norwich Education and Academies Trust is accountable for all policies across its Academies. All policies whether relating to an individual academy or the whole Trust will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

Policy Statement

This behaviour policy has been written with reference to Department of Education's current guidance; Behaviour and discipline in schools July 2013, Use of reasonable force July 2013. This behaviour policy acknowledges the academy's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

Mission Statement

At Moorlands CE Primary Academy we strive to maintain a safe, happy, caring environment in which children can grow, develop and learn to become the very best they can be. We are committed to restorative practice in implementation of this policy.

General Principles

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body will consult with the Head teacher, school staff, parents and pupils when developing these principles.

Our Principles

- We will be **respectful** of other people and things
- We will be **resilient** in the face of difficulty
- We will be **honest** when speaking to adults and children
- We will be **responsible** around others
- We will be **compassionate** towards others
- We will have **belief** that things can get better

Aims

The aims of the behaviour policy are to:

- set the standards for a positive learning environment.
- create a safe environment based on mutual respect for all, free from disruption, bullying, violence or harassment.
- promote positive attitudes; self-esteem, self-discipline, self-regulation and achievement.
- set clear boundaries and ensure fair, consistent and predictable responses.
- promote a restorative approach
- develop a partnership approach with parents and carers

Roles and Responsibilities

In line with the Education and Inspections Act the governing body, in consultation with the Head teacher, staff and parents/carers, has established the behaviour policy. The governing body will review the policy annually with attention to government guidance. The Head teacher must publicise the behaviour policy, in writing, to staff, parent/carers and pupils once a year. (see the academy's website www.moorlands.dneat.org)

The governing body must provide clear advice and guidance to the Head teacher on which **he** can base the school behaviour policy. The following should be covered in the behaviour policy:

- Screening and searching pupils (including identifying in the school rules items which are banned and may be searched for)
- The power to use reasonable force or make other physical contact
- The power to discipline beyond the school gate
- Pastoral care for school staff accused of misconduct; and
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

The Head teacher will be responsible for the academy's policies and procedures and may delegate aspects of its day to day implementation and management to a designated member of the academy's leadership team. There will be support for staff faced with challenging behaviours.

All academy staff will be responsible for ensuring that the policy and procedures are followed. Staff have a responsibility to inform and advise the Head teacher of the effectiveness of these.

The governing body, Head teacher and staff will ensure that the policy and procedures are applied consistently with respect for all. They will also ensure that there are procedures in place to listen to the concerns of pupils and parent/carers and that these are appropriately addressed.

Parents and carers will be expected to take responsibility for the behaviour of their child/ren both inside and outside of the academy. All parent/carers will be encouraged to work in partnership with the academy in maintaining high standards of behaviour, to join with their child/ren, academy and agencies to seek solutions to any difficulties incurred.

Pupils will be expected to take responsibility for their own behaviour to maintain a culture of mutual respect and consideration.

Powers to discipline

Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. Decisions to discipline children for behaviours outside of school will be considered carefully and in liaison with parents/carers, and if relevant, the police.

Teachers, teaching assistants and all other paid staff with responsibility for pupils will model positive behaviour. All paid staff (unless the Head teacher says otherwise) have the authority to discipline pupils whose behaviour is unacceptable, who break the academy rules or fail to follow a reasonable instruction.

In our academy staff will follow agreed procedures and strive to use restorative practice to build relationships, promote discipline and prevent further harm and conflict occurring.

Academy Rules/Guiding Principles

1. Be Respectful of other people and things
2. Be Resilient in the face of difficulty
3. Be Honest when speaking to adults and children
4. Be Responsible around others
5. Be Compassionate towards others
6. Have Belief that things can get better

Classroom rules, supporting the Academy rules will be developed at the beginning of each year, with all children involved as a class contract, which they will all sign.

Recognition and Rewards

We promote good behaviour by recognising and reinforcing positive attitudes and achievement. We assume the best and aim to catch them getting it right!

Children respond to positivity, this is shown by:

- Teampoints
- Weekly and termly celebration assemblies
- Non-verbal acknowledgement and props; smiles, thumbs up, clapping, stickers etc
- Class systems to recognise good behaviour and learning
- Star of the week
- Notes home to parents
- Texts sent to parents
- Core Values Certificate
- Letter from the Head teacher
- Parents invited to assemblies to see their child receive an award

Moorlands Primary Academy Code of Conduct

Our whole school approach to behaviour management is based around our six core values. Each classroom has 3 posters that set out the guiding principles, the awards and the consequences. Pupils are encouraged and supported to make good choices and show how they use the values in the way they treat everyone and in how they learn. If a pupil is experiencing difficulties in maintaining positive behaviour staff will actively seek ways to support them in getting on track.

Consequences and Sanctions

1. Warning (May move to Amber/Red on Behaviour Board, the child can move back if they earn this.)
2. Break time or lunchtime minutes lost (1-5)
3. Time out
4. Sent to Senior Leader. Class teacher contacts parents to inform them
5. Senior leader makes contact with parents. Severe consequence depending on the investigation.

Academy staff with responsibility for pupils can impose any reasonable sanction in response to misbehaviour. Sanctions will be proportionate and reasonable with attention to pupil's age, any special educational needs, disability, religious or cultural requirements. Reasonable penalties can

include missing extra-curricular activities, phone call to parent, missing part of their playtime or lunchtime, internal exclusion or external exclusion for a fixed time.

Staff will endeavour to use restorative practice following an incident.

- Detentions: Teachers have a legal power to put pupils (under 18) in detention but will act reasonably and ensure the pupil's safety is not compromised.
- Lunchtime detentions: Where possible children will do detention time of 5 mins with their class teacher at the end of morning or afternoon session, this will allow for reparation and solution focussed discussion. Detentions of longer than 5 mins will be done at lunchtime in a classroom, this will be supervised by a member of the leadership team. Children will engage in a restorative discussion or complete a restorative questionnaire. Where possible children will complete any work missed during periods of misbehaviour. Children will always be allowed time to eat & drink and use the toilet.
- Inclusion – Moorlands CE Primary Academy has an inclusive ethos and hopes to avoid pupils being excluded. However there must be a significant response to particular incidents/behaviours. Senior Leadership will make the decision to place a pupil in Inclusion (removal from mainstream class for an identified period of time; 1,2 or 3 days) Pupils will need to demonstrate positive behaviours to be successful and return to mainstream class.
- Exclusion – The Head teacher will decide whether to exclude a pupil. This can be for a fixed number of days or permanently. When making this decision the Head teacher will take into account all circumstances, the evidence available to them and consider the needs of both the pupil and whole academy community. Parent/carers have the right to make representation to the governing body and the governing body will review the exclusion. (see Exclusions Policy)
- Screening and searching – All staff have the right to ask children to empty pockets/bags. If it is felt necessary to physically search a child, a member of the senior leadership team should be informed to authorise the search.
- Confiscation - Staff are able to retain pupil's property as a sanction. If lawful and appropriate, property will be returned to the pupil or parent/carer at the end of the day. Staff are protected from liability for damage to, or loss of, any confiscated item if they have followed school procedures to place the item in an envelope with child's name on it, in a locked drawer/cupboard.

Use of reasonable force

All members of school staff have a legal power to use reasonable force. In our academy staff are trained in Norfolk Steps and the Head teacher holds a list of trained and authorised staff.

Reasonable force can be used to prevent pupils from hurting themselves or others, damaging property or from causing disorder.

Involvement of outside agencies

The academy works alongside parent/carers to meet the needs of the child. A behaviour support plan will be developed for pupils presenting on going behaviour difficulties. The academy works with parent/carers and agencies to ensure that the child's needs are met under the principles of the Every Child Matters & Early Help Support Program. Where relevant and with parental agreement, Family Support Plans will be developed.

Anti-bullying

The Academy 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 bullying, we do everything in our power to ensure that all children attend school free from fear. (see Anti-Bullying Policy)

Equality

All children will be treated equally and fairly throughout the implementation of this policy. The Head teacher will monitor incident logs and ensure that any apparent inequality of incidents is entirely attributed to the behaviours of those children eg: if more boys/SEND/minority ethnic group are represented in the records.

Training

All staff have received 'Step On' training in Academic Year 2015 – 16. Whole staff and individual training needs will be identified through the Academy's self-evaluation process and staff appraisal.

Monitoring

The impact of the policy will be reviewed regularly through careful monitoring of incidents. Termly reports will be made to Governors.

Review

The policy will be reviewed every year, depending on changes in circumstance or legislation.

Links to Other Policies

- Anti-Bullying Policy
- Safeguarding Policy
- Harassment & Discrimination Policy including Racial Abuse
- Exclusion Policy