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Policy for School Behaviour

Authorised by	Governing Body
Equality Impact Assessed	Model Policies EIA by Salford LA
Review	January 2021

SCHOOL BEHAVIOR POLICY

School Ethos

Principles as agreed by the Governing Body

At Mesne Lea we aim to maintain a friendly stimulating environment within a calm orderly atmosphere where all members of the community can work towards the school's mission statement; "Working together for individual excellence."

Within this environment we aim to promote good relationships and positive attitudes by fostering respect and courtesy towards all members of the school community.

We expect high standards of academic performance and social behaviour, and through nurturing self-discipline and self-esteem we hope to establish an effective learning environment, which allows all pupils to achieve their full potential.

The school has a responsibility for promoting good behaviour and discipline on the part of its pupils and for securing an orderly and safe learning environment for its pupils and staff.

Aims:

1. To support the aims of the school and promote the school's ethos;
2. To promote good behaviour and respect for others and prevent all forms of bullying amongst pupils;
3. To establish an appropriate code of conduct which is agreed and clearly understood by staff, pupils, parents and governors. This should encourage positive relationships and attitudes through respect, self-discipline and collective responsibility;
4. To set boundaries of acceptable behaviour and establish clear rules through a consistently and fairly applied approach, sharing a common purpose and sense of direction;
5. To recognise and value success, praising and rewarding achievement;
6. To ensure that sanctions for inappropriate behaviour are applied fairly to all children;
7. To promote the school's values and expectations in the wider community;

Code of Conduct

Promoting a Positive School Environment

It is important that all members of the school community are aware of and follow the Code of Conduct. Good behaviour is expected and praised. Where possible, pupils will be involved in decisions about conduct. Pupil motivation will be encouraged by stimulating, engaging activities within the curriculum and those pupils with Special Educational Needs / Disabilities will be valued and provided with appropriate support programmes. The physical environment is well-maintained, safe and secure. Relationships between all adults and pupils will show respect and

care. Expectations of behaviour will be the same for everyone, regardless of sex, race or religion. Praise or sanctions will be applied fairly to all children.

Behaviour within School

It is expected that children will:

- Allow everyone to learn to their full potential both in and out of the classroom
- Walk around school in a quiet and orderly way
- Keep classrooms, cloakrooms and corridors neat and tidy
- Go in and out of assembly silently
- Only be in school during breaks by arrangement with and under the supervision of staff
- Pursue quiet or guided activities at wet playtimes.

Behaviour in the Playground

It is expected that the children will:

- Respect everyone's right to play safely and enjoy the playground
- Respect and respond to all adults supervising in the playground
- Keep on the playground unless the adult on duty gives permission to move on to the grass.
- Put litter in bins and keep playground and garden areas tidy
- Ask permission to leave the playground
- Report all problems to an adult
- Keep away from all car parking areas.
- Do as they are asked first time

Key points Concerning Rules for Staff

- Rules should be enforced by all staff
- Good behaviour is everyone's responsibility
- Focus on good behaviour
- Praise whenever possible
- Never ignore bad behaviour
- Avoid unnecessary confrontation
- Intervene early to prevent minor infringements becoming more serious
- Always be consistent

Desirable Behaviour and Personal Qualities

The code of conduct will be effectively used and reinforced by the following qualities being developed in all members of the community. This can be through direct teaching in PSHE, RE or assembly or by less overt means developed by reinforcement of the school ethos at all times.

- Appreciation of reasons for instructions and rules and the need to obey them.
- Good standards of conduct and manners
- Awareness of others and the necessity of considering their needs
- Development of self confidence
- Development of self-discipline

- Acceptance of responsibility
- Ability to use initiative
- Trustworthiness and honesty
- Ability to look after belongings
- Concern for the environment.

Classroom Management and Rules

Well organised and delivered lessons will help secure good standards of behaviour. Teachers will be responsible for the effective management of their classroom. The following will be used to ensure this:

- Knowledge of pupils as individuals
- Challenging work delivered at the appropriate level
- Effective classroom layout and pupil grouping
- Flexibility in approaches
- Constant monitoring of the class
- Control of their own behaviour, tone of voice, stance etc.
- Modelling of good behaviour
- Emphasis on positive aspects of behaviour
- Clear and consistent use of class rules

Misbehaviour outside school

Recent guidance from the DfE (Behaviour and discipline in schools: Advice for headteachers and school staff, February 2014; p9) states that 'Teachers have the power to discipline pupils for misbehaving outside of the school premises'. This includes:

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform
 - incidents occurring anywhere off school premises for example outside the local shops or in a town or village centre
 - in some other way 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 or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

If misbehaviour is brought to our attention, we will follow the behaviour systems set out in this policy. Parents will always be informed of these investigations/incidents.

Sanctions and Rewards

The Use of Rewards

An explicit aim of the policy is to recognise and value success. This can be achieved by:

Using classroom strategies such as:

- Showing good work to others
- Giving points for a reward system
- Giving stickers

- Positive comments in marking
- Using badges to indicate specific roles e.g. School Council Member

Using school-wide strategies such as:

- Special mentions in class/assembly
- Notes home
- Visiting other staff or Head Teacher for specific praise
- Prizes
- Certificates
- Verbal and written reports to parents

The Use of Sanctions

Sanctions should be applied fairly and consistently and should relate directly to the breaking of agreed rules or conventions of behaviour. Individual classes may implement further strategies to meet a particular need within that class.

Hierarchy of Sanctions

All classes use the 'Rainbow' system where repeated inappropriate behaviour will result in a pupil's name being moved across the chart from the sunshine to the rainbow and then to the cloud.

- Teacher notices behaviour and provides a warning if appropriate
- If poor behaviour persists the child's name is moved from the sunshine to the rainbow and a verbal warning is given
- If poor behaviour continues, the child's name will be moved to the cloud, which will result in 5 minutes lost playtime, then 10 minutes, then all of playtime
- The names of pupils will all be returned to the sunshine at the beginning of each day for Key Stage 2 and at the beginning of each morning/afternoon session for Key Stage 1 and Early Years

For poor behaviour which continues beyond the loss of a play-time, the following sanctions apply:

- Arrangements made for removal to colleagues
- Referral to Phase Leader and if needed Assistant Head Teacher/Deputy Head Teacher
- Incident noted on CPOMS
- Inform parents in person or in writing
- Withdrawal of privileges including extra-curricular activities, trips and school holidays
- Individual incidents of very poor behaviour may be dealt with seriously by a member of Senior Leadership Team and involve the use of the sanctions described above. Pupils who demonstrate consistently disruptive and undesirable behaviour will receive support from the Learning Mentor or may be placed on an Individual Behaviour plan and a programme of support and behaviour modification put into place. This will be done in consultation the staff and parents and child.
- Exclusion (temporary or permanent)

Exclusion (see exclusion policy for more detail)

Use of exclusion is a most serious sanction and will be taken only in extreme circumstances. It should take place in the event of serious breaches of the Behaviour Policy and allowing the

pupil to remain in school would seriously harm the education or welfare of the pupil or other persons in the school.

Exclusions may be for a fixed period (fixed term exclusion) or permanent and the following procedures apply:

- All exclusions will follow LA guidelines.
- Parents must be informed immediately, and a written decision follows within one working day.
- The letter should include details for the continuing education of the pupil including work setting and marking,
- The parent has a right to see the pupil's school record.

Exclusion will often be the end of a disciplinary process, preceded by other sanctions and efforts to modify behaviour. Exceptionally an incident may be so serious, e.g. serious violence towards other pupils, that exclusion may be an immediate response.

Use of exclusion is concerned with meeting the needs of the school. Repeated serious incidences of disruptive, insolent or violent behaviour undermine the calm and orderly environment within the school and as such jeopardise the quality of the learning environment for other pupils. Therefore the interests of all pupils can be considered above the needs of the individual.

The procedure to be followed in considering pupil exclusion will involve:

1. Clear identification of the offending behaviour with the pupil and parents
2. Establishing appropriate sanctions short of exclusion in an effort to discourage reoccurrence of such behaviour;
3. Pastoral support
4. Notification to parents of concerns and sanctions applied
5. Upon re-offence, discussion with the pupil regarding possible ultimate sanctions if behaviour does not improve,
6. Further notification to parents and parental interview
7. Upon further re-offence, implementation of the exclusion process.

The following information must be conveyed to parents and to the pupil to be excluded:

- The period of exclusion
- The reason for exclusion
- That representation can be made to the governing body about the exclusion
- The way in which that representation can be made.

Roles and Responsibilities

It is the role of the Head Teacher to implement, monitor and evaluate the school's behaviour policy.

All staff must support the ethos of the school.

The Headteacher must;

- Set a good example
- Have clear explicit aims for behaviour
- Have high expectations of behaviour
- Be vigilant
- Provide support
- Establish correct pastoral procedures
- Regulate the conduct of pupils
- Lead in setting aims and standards
- Encourage collective responsibility
- Be available
- Be consistently alert to potential problems
- Be knowledgeable of systems and procedures.

All staff should support the Head Teacher in the execution of the above.

Points for Parents

If your child has been injured by another child's poor behaviour we will always inform you about this.

If you are concerned about the behaviour of a child

- a) Arrange to see the class teacher – we will always try to see you on the same day or the first time convenient to yourself.

- b) If your queries are not resolved see the phase leader
 Phase 1 – (Nursery, Reception, Year 1) Miss Antrobus
 Phase 2 – (Year 2, Year 3, Year 4) Mrs Faulkner
 Phase 3 – (Year 5, Year 6) Mrs Dougill

- c) Arrange to speak to a member of the Pastoral team – Miss Fisher, Mrs Edge and Mrs Zino

- d) Arrange to see Mrs. Cartwright -Deputy Head Teacher or Mrs Finlay - Head Teacher.

If you are concerned about the behaviour of another child:

You **MUST NOT** approach the child or parent directly. Please follow the contact sequence above to report any concerns about the behaviour of another child.

Policy Review

Mesne Lea School encourages discussion and reflection from staff, members of the Governing Board, parents, and pupils and this policy will subsequently be regularly reviewed.

<u>Evidence</u>		<u>Sanction</u>	
Dojo awarded to individuals in houses	Being on task Being ready to learn Participation Perseverance	Raincloud System	Aggressive behaviour Disrespect Answering back Disturbing others Shouting out Unkind words
House Points	Resilience Cooperation		Swearing Defacing work
Stickers	Independent learning Teamwork	Individual Behaviour Plan	Moving around the school in an inappropriate way
Certificates	Helping others Good homework	Dojo	General inappropriate behaviour outside the classroom
Verbal Praise	Excellent presentation of work Good manners	Verbal sanction	Off task
Celebration assembly	Looking after the school/classroom environment	Discussion with parents	Bad manners Lack of motivation/poor attitude to work
Extra Playtime			