



Behaviour Management Policy for Mulberry Wood Wharf Primary School

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Version Control

Version	Reviewed	Changes since last version
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1. Introduction

At Mulberry Wood Wharf Primary School, we aim to offer a high-quality education which provides a stimulating and successful learning environment. In keeping with the school's aims, this Behaviour Management Policy seeks to create an environment in which successful learning can take place. It is written in relation to the Mulberry Schools Trust's Behaviour Policy Statement, which sets out the expectations of the Trust within all its schools. A school environment needs to provide safety, security and mutual respect for all individuals within the school community. We believe that pupils have the right to learn and staff the right to work effectively, whether as teachers or as support staff.

At Mulberry Wood Wharf Primary School, we believe that we all have a responsibility for implementing this behaviour policy consistently and fairly in the classroom and around the school. Only then will we successfully achieve an atmosphere of co-operation and respect conducive to the development of a creative learning environment.

2. Aims

This policy aims to:

- promote good behaviour, self-discipline, courtesy and respect;
- create an environment and instill behaviours which enable successful learning and teaching;
- uphold the safety and security of all individuals within the school community and prevent bullying;
- provide clarity for pupils, staff and parents/carers and confidence that the school's behaviour management system and its procedures are consistently applied;
- provide pupils with a framework for making informed choices about their own actions;
- support all staff in managing behaviour fairly and consistently;
- ensure that any underlying causes of disruptive behaviour are identified and addressed with appropriate support from school staff and external agencies.

3. Context

This policy should be read in conjunction with the following DfE guidance:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice
- Schedule 1 of the Education (Independent School Standards) Regulations 2014

School Policies

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- MST Procedures for managing abuse against staff

The policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and pupils with special educational needs and disabilities.

4. Principles

We believe in using a constructive approach to encourage positive attitudes and behaviour amongst our children and we prefer to be able to praise/commend children rather than to sanction them. Whilst the behaviour of each class is primarily the responsibility of the Class Teacher, all staff are collectively responsible for ensuring that all pupils learn to be considerate to others and behave appropriately.

The behaviour policy is underpinned by the school values, these are displayed in classrooms and communal areas and discussed with the pupils on a daily basis. The school values of Integrity, Independence, Respect, Creativity, Ambition, Resilience and Confidence.

British Values also underpin our behaviour policy with a particular focus on the rule of law and mutual respect and tolerance.

5. Roles and Responsibilities

The Local Governing Body

The Local Governing Body of Mulberry Wood Wharf is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation. They should periodically review the policy. The governors should review:

- the ethos of the school, ensuring that it offers a clear and defensible set of values, making clear boundaries of acceptable behaviour;
- the rewards and sanctions to be fairly and consistently applied.
- Governors should also satisfy themselves about the Headteacher's policies.

Head teacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

All School Staff are responsible for promoting positive behaviour through a consistent approach. Good behaviour is encouraged by a well-cared for environment and well-ordered positive teaching experiences. All teaching staff, class teachers and support staff, should therefore:

- provide good quality teaching in all lessons
- set clear expectations of pupil behavior
- maintain an orderly classroom
- avoid raised voices and aggressive body language
- make specific, constructive, positive comments
- encourage children to set their own goals and maintain a sense of responsibility
- establish consistent classroom procedures
- give clear explanations
- set learning objectives and work requirements our clearly
- monitor progress clearly
- give clear instructions so activities run smoothly
- handle misbehaviour quickly and calmly so the pace of the lesson is not lost

- listen carefully and react appropriately
- draw to parents' attention children's achievements in work and behavior
- provide rewards through comments and commendations for good attitudes and conduct
- provide a stimulating and orderly curriculum delivery
- creating a positive learning environment

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and Sanctions

Positive behaviour will be rewarded with:

- Praise
- Merit marks
- Letters or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Withdrawal of pupil from whole class activities, supervised and taught by a staff member
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

As a last resort suspension may be appropriate, on rare occasions. Please refer to the Mulberry Schools Trust policy on suspensions and permanent exclusion for further details.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Each week, staff collect and record all behaviour incidents onto the SIMS behaviour module and CPOMS. Each half term colleagues discuss the levels of behaviour and whether there are children who need some additional support for their behaviour. Every term the Headteacher analyses and evaluates the behaviour data for next steps. This is reported to the school governors. All serious unacceptable behaviour including racist and sexist language, homophobic incidents, peer on peer abuse including sexual harassment are recorded on incident sheets. These are completed by the member of staff who dealt with the incident and then investigated by a senior member of staff who decides on the next action. This monitoring is also reported to the Local Governing Body through the school evaluation process.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is proven to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Local Governing Body annually. At each review, the policy will be approved by the Local Governing Body.

The written statement of behaviour principles (appendix 1) will also be reviewed and approved by the Local Governing Body annually.

12. EYFS

The Early Years follows the whole school behaviour policy and practitioners educate the pupils on the school values and children's rights in appropriate child friendly language. The Early Year's practitioners recognise that during the settling in period pupils may need support with routines and behaviour choices. Pupils development age, time at school and wellbeing scale is taken into consideration before an appropriate consequence is given . For example a child who snatches or hits to get something they would like will be guided by an adult who will model the correct approach

to sharing so that the child can learn, if this behaviour is repeated after several attempts to model it then they may be given some thinking time away from the play area so that they can learn about consequences from the choices they make. The Early Years recognises that personal, social and emotional development is a core area of learning and is planned for in the daily curriculum and the continuous provision. In line with the whole school policy, the Early Years uses a '3 warning approach' at warning 3, pupils will have some thinking time on the Stop, Think and Go space in the classroom. Children do not fill in a Stop, Think and Go sheet however the practitioners keep a log of behaviour which they discuss with the learning mentor each half term. Levels of behaviour, rewards and sanctions Classrooms have a 'Stop, Think and Go (STG)' space, which supports children to reflect on their behaviour choices, through specified time out or a reflection sheet. The playground has a Stop Think and Go bench, designated for time out and reflection on behaviour. The posters/sheets displayed in these areas are reminders to children of how to calm down and solve problems. Children may have to also complete a Stop Think and Go sheet.

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Local Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: staff training log

[illegible]

Appendix 3: behaviour log

PUPIL'S NAME:	
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	

PUPIL'S NAME:

PEOPLE INFORMED OF
THE INCIDENT (STAFF,
GOVERNORS, PARENTS,
POLICE):

Appendix 4: letters to parents about pupil behaviour - templates

First behaviour letter

Dear parent,

Recently, your child _____ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

—

Parent name:

Parent signature:

Date:

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Please contact the school office to arrange a meeting.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract,
_____ has continued to misbehave.

_____ would now benefit from a structured approach to help
improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special
educational needs co-ordinator and myself, to discuss how we can best support your child in
improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the
school to arrange the meeting.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Detention letter

Dear parent,

I am writing to inform you that _____ has been given a detention on this date _____ at this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date: _____

