



MEDINA PRIMARY SCHOOL

BEHAVIOUR POLICY

Every child has the right to learn, but no child has the right to disrupt the learning of others. The purpose of this policy is to ensure that all children can make the most of their learning time in a safe environment. Therefore, it is the aim of this policy to:

1. Promote Good Behaviour, Self-Discipline and Respect
2. Ensure that Pupils Complete Assigned Work
3. Regulate the Conduct of Pupils
4. Prevent Bullying

It is the duty of all staff to ensure that these aims are promoted and adhered to consistently.

Discipline beyond the School Gates:

Where applicable this policy will apply to pupils at any such time that they are representing the school.

Bullying

Bullying of any kind is not accepted at Medina Primary School and is managed in accordance with the school's Anti-Bullying Policy.

Promoting Good Behaviour:

- Children will be taught the expectations of behaviour appropriate for each classroom/activity
- Where children demonstrate positive behaviours, staff will reward pupils
- Where behaviour is linked to learning – rewards should include Merit Book, Learner of the Week certificates
- Where behaviour is linked to conduct it may be appropriate to reward using team/table points, stickers and any other class based rewards systems
- The use of positive verbal praise should not be underestimated and should be used regularly
- To ensure maximum impact, praise must be specific. E.g. 'well done Frank, you've sat beautifully today.'

Regulating the Conduct of Pupils – Rewards and Sanctions:

- If children are not meeting the clearly set out behaviour expectations, staff must intervene
- In the first instance, a verbal reminder of the expectations should be used – this is often sufficient to resolve any issues

- If a pupil continues to disrupt their own learning time, or that of other pupils, they must be reprimanded further. Any lost learning time must be made up so that the pupil is able to complete all assigned work. An incident form must be completed and put in the tray in the headteacher's office.
- If a pupil's behaviour does not improve, it is appropriate to issue further sanctions – these include working in an agreed class for a set amount of time. Again, any wasted learning time must be made up. A record must be made of the behaviours and shared with the Headteacher. If the behaviour continues the pupil must be sent to the key stage leader, deputy or headteacher.
- Should a pupil's behaviour persistently hinder learning; endanger other members of the school community; damage property; cause intimidation or incite hatred, then more severe sanctions may be used. These include: Detention (KS2 only see appendix 1) Internal Exclusion, Fixed Term Exclusion or Permanent Exclusion
- At all times, it is important to engage with parents/carers to help pupils learn from any sanctions
- Records will be monitored and used to help inform actions plans or SEND reviews as appropriate

REWARDS:

We aim to reward positive rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective. For the majority of children this approach will work, sanctions should be needed only for a minority of children.

It is essential that the main focus for rewards and sanctions should be within the classroom, extending to Senior Management where necessary. They should be applied in a fair and consistent manner with appropriate parental involvement.

These can be given to individual children, small groups or classes as appropriate by school staff:

Rewards can include the following:

- Written praise e.g. a positive comment on work, report,
- Verbal praise e.g. to the child, parent, another adult in school
- Peer group praise
- Stickers
- Placing value on achievements e.g. showing work to another class
- Newsletter, part of Celebration Assembly
- Special responsibilities e.g. being a monitor
- Child, group or class, singled out as a role model
- Weekly award of Learner of the Week
- Other rewards deemed appropriate by the class teacher

SANCTIONS:

The following can be imposed by the Class Teacher: (appropriate incidents will be recorded on incident forms)

1. Verbal reprimand
2. Child to sit by teacher
3. Child to assist in rectifying the problem they have caused
4. Work to be completed in the child's own time or at home
5. Loss of playtime (part or all)
6. A short time outside the classroom
7. Time out e.g. prior agreed class with work
8. Withdrawal of privileges
9. Parents informed and involved in the behaviour management process
10. Referral to Deputy Headteacher/Headteacher
11. A report card – which will provide parents with a daily account of the child's behaviours

Further Sanctions

In addition the class teacher can seek the involvement of the Headteacher. The Headteacher can impose further sanctions.

- Ask parents to escort children to and from the premises before and after school, on safety grounds
- Fixed exclusion
- Permanent exclusion
- Exclusions will be carried out in accordance with LEA policy and Governors directive and be used in only the most serious cases. It should provide a period of time for the consideration and solution of a problem. Following all fixed term exclusions a reintegration meeting with parents should take place.

RECORD KEEPING:

Informal notes may be kept by teachers when behaviour is detrimental to learning. These may then be discussed during consultations with parents or at other informal meetings.

Certain behaviours require more formal record keeping. In the following scenarios, a pupil's behaviour will be recorded on the school's incident form:

- Aggressive/violent behaviour (verbal or physical or damage to property)
- Discrimination
- Behaviour resulting in removal from class
- Persistent disruptions to learning

Process:

1. Report form placed in the tray in the headteacher's office
2. If a form is from a member of staff other than the child's class teacher, a copy will be given to the teacher on the day of the incident or the teacher will be informed
3. The form will be read and signed by the Headteacher
4. Details of the incident will be added to SIMS

N.B For extreme violent behaviours a VIR (Violent Incident Report) must be completed.

Physical Contact and Reasonable Force:

In certain day to day circumstances, physical contact between pupils and adults occurs. In a primary school this often includes holding a pupil's hand, guiding a pupil, a hand shake or patting a child on the back etc. However, there are times when physical contact has to be used to maintain good order and discipline or in order to prevent pupils: committing an offence: injuring themselves or others; damaging property maintain safety or maintain discipline. In such circumstances pupils must be warned (if possible) and any contact must be reasonable and administered only as long as is needed to safely resolve a situation. In all cases of physical contact, when used for the purpose of maintaining order/discipline, details must be recorded and kept on file by the school.

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Appendix 1

Procedure for issuing a Detention

- 1) **Teacher to inform Headteacher**
- 2) **Parents to be contacted (to warn of possible future detention)**
- 3) **Phone parents to inform a detention has been given (parents can have 24 hours prior notice)**
- 4) **Detention given – child to stay until 4pm**

Addendum – Covid 19

If a child puts themselves, other children or staff at risk with relation to 'covid' issues, parents would be immediately informed by the class teacher. Both the child and the parent would be informed of the Home School Covid Agreement and the pupil would be given a chance to amend their behaviour and respect the Medina covid rules. If the behaviour continues, the headteacher will contact the parents and further action will be taken, including a fixed term exclusion.