Behaviour Policy

including relational practice

(Version 5.0)

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Authorisation

Date Ratified: December 2024

Signed By: Tricia Brabham
On behalf of school governors

Signed by: James Oakley
Headteacher

Review Date: December 2026

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Rationale

This policy outlines the organisation and management of pupil behaviour at Mendip Green School, ensuring promotion of good behaviour and discipline. Its fair and consistent implementation is the responsibility of the headteacher, all staff, pupils and carers (agreed through the home/school agreement). We aim to promote children who feel good about themselves. We aim to encourage children to take responsibility for their own actions and through developing self-discipline, and respect for themselves, others and the environment as well as proper regard for authority. This, in turn, creates a caring, happy atmosphere in the school, which enables effective teaching and learning.

Our aim is to help children develop so that they leave our care as confident, caring and increasingly independent members of the community who are intrinsically motivated through a strong set of values. In short, we want children who recognise the importance of doing the right thing all of the time, not just when someone is watching. Research, including cognitive science, clearly shows that people, especially children, often require extrinsic reward whilst developing intrinsic motivation. Our policy has been created with this in mind and we would expect all colleagues to use a range of strategies when acknowledging good behaviour, which would change over time (e.g a child in Year 7 is less likely to be motivated by stickers than a child in EYFS).

Aims

This policy supports the following school aims:

1. Every member of the school community feels valued and respected.
2. The children are confident, independent, motivated and resourceful.
3. The children have high self-esteem, they feel valued and value others.
4. The children take responsibility for their own behaviour and become increasingly independent members of the school and wider community: they are sensible, trustworthy, polite and treat others fairly.
5. The children are happy, secure and safe in their social and physical environment.
6. All children will be treated fairly and consistently.
7. Promote good behaviour in order to develop an ethos of kindness, fairness and cooperation.
8. Support the school community to allow everyone to work together in an effective and considerate way.

Purpose

1. Set high expectations of good behaviour, providing positive role models for the children.
2. To develop positive relationships with mutual respect between staff/staff, staff/pupil and pupil/pupil.
3. To ensure high quality teaching and learning throughout the school, enabling pupils to achieve their full potential.
4. To support pupils' social and emotional growth.
5. To provide a system that takes account of the importance of the individual and which all members of the school community take ownership of i.e. through class charters.
6. Recognise good behaviour and celebrate success to develop intrinsic motivation.

Expectations

Children and adults are expected to follow these the Mendip Green values. These values underpin all expectations. All adults will support the values through rewards, praise and by role modelling positive behaviours. These values will be placed in all classrooms and work areas

Mendip Green School Values
We embrace individuality
We do the right thing
We work together

- **Meet and Greet:** Children will be greeted positively throughout the day
- **Noticing:** Emphasis will be placed on noticing and acknowledging positive behaviours. Adults will identify and publicly recognise such behaviours that are above and beyond, giving positive praise.
- **Calm Communication:** All communication between adults and children will be done calmly. Adults need to be prepared to deal with a situation of negative behaviour at another time rather than escalate a situation with confrontation.
- **Shared understanding:** All staff, pupils and carers have a clear understanding of what is acceptable and unacceptable behaviour. Staff will meet at the beginning of the year, and throughout the year when necessary, to ensure a consistent approach to discipline and expectations are met.

PACE

Staff follow the PACE approach with all children:

P	**playfulness**	Having a light hearted approach in response to low level behaviours
A	**accepting**	Accepting with the child that it is ok for them to be feeling upset/worried/cross
C	**curiosity**	Using phrases such as, "I'm wondering if you're feeling worried because you're finding the work tricky…". By providing some 'I wonders' the child when ready, will eventually start to calm and will open up about what is upsetting them.
E	**empathy**	Providing the child with examples to show that you understand how they are feeling. Often children do not believe that adults feel the same emotions that they do. Providing examples of when you have felt a certain way, can help the child to calm and build a trusting relationship with you.

Rewards and Sanctions

All adults who work in the school have a responsibility to contribute to the positive learning environment and ethos in school using the whole school approaches to recognising and rewarding good behaviour. They must also implement the behaviour policy consistently to address inappropriate behaviour in all parts of the school and grounds.

All members of staff should follow the behaviour system which is informed by the behaviour poster (appendix 1). Any member of staff dealing with a behaviour incident should ensure that the class teacher is made aware of the incident at the earliest possible opportunity.

At the start of each year, the class teacher discusses the school values with their class. In addition to the school values, each class has its own class charter (this is created as part of their PSHE curriculum – Jigsaw), which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect at Mendip Green School. If there are incidents of unacceptable behaviour, the class teacher discusses these with the whole class as appropriate.

Rewards

Children have a choice. Therefore, we praise and reward children who choose to behave and "put in that little bit extra" in a variety of ways:

Regular acknowledgements

- Verbal greetings and eye contact
- Using appropriate touch
- Peer group praise
- Giving attention
- Winks/smiles/ nods
- Tone of voice
- Monitors/special jobs

Whole School and Year Group Rewards

Each year group will have an agreed approach to behaviour and discipline including procedures for recording children's achievements (e.g. stickers/ stampers/ certificates/merits) and strategies if rules are broken (e.g. loss of free time):

- Stickers/merits: We distribute stickers (across school) and merits (Year 5 and 6) to children for good work and good behaviour and to acknowledge outstanding effort or acts in school. Children can also be sent to a senior leader, the Deputy headteacher or headteacher to celebrate work and behaviour for learning as well as other achievements and receive stickers.
- Certificates:
    - In EYFS and Key Stage 1, two children in each class are awarded certificates for Star and Worker of the week each week
    - In Key Stage 2, two children in each class are awarded certificates for Role Model each week
    - All children can work towards Reading Quest certificates (bronze, silver, gold and platinum)

- All awards are shared and celebrated on our newsletter and website
- Awards are shared in our celebration assemblies

- On occasion, hand written letters and photocopies of work will be sent home to help a child celebrate their achievements
- We take photographs and write posts to share and celebrate special achievements with our school community through our website and social media.

The school encourages children to share all of their successes by acknowledging all the efforts and achievements of children, both in and out of school: for example, music exams, swimming qualifications, Scout badges and sporting achievements.

As outlined in our rationale, we will use extrinsic reward to foster intrinsic motivation. Some examples, ranging from nods and smiles to stickers and certificates can be found on our behaviour ladder (appendix 1). On occasion, and in line with our Healthy Schools status, we may use sweets and treats but in moderation, for example, a whole class biscuit whilst listening to a story on a Friday afternoon.

Extrinsic rewards will never be used to penalise children against their peers, regardless of how motivating it is.

Sanctions

The school employs a number of sanctions to enforce the school values, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

All staff are expected to role model the behaviour we want to see from the children. If a child has not made a good choice then we expect the adults involved to reprimand the child or children in private and appropriate consequences will be decided upon. In all of these situations, the adult involved will look to hold a restorative conversation at some point when the child is ready. Specific consequences could include:

- Asked to move seat within the classroom
- Spending time out of class (e.g. another classroom, an office space or a communal working space)
- Missing some play time
- Lunch time reflection
- Being sent to the Pupil Family Support Workers
- Being sent to a senior leader
- Missing an event e.g. a sporting tournament
- suspension or permanent exclusion

We believe that it is important that children feel that every day is a new day and the opportunity for fresh start. Depending on severity and timing of an incident, whilst sanctions may last beyond the day of the incident still will seek at every opportunity to give positive praise. This wording was changed.

There will be clear communication with parents/carers regarding the regularity and severity of unacceptable behaviour (including low-level behaviours).

If the behaviour continues then we will organise to meet with the parents and put in place a Pastoral Support Plan with a view to supporting the child to make some changes, make better choices and improve their

behaviour. For behaviour that are specific to play and lunch times alternative approaches to positive playtimes can be explored i.e. Lunch Club.

If a child's behaviour becomes threatening, abusive or dangerous in anyway, the class teacher will, in the first instance, evacuate the class from the situation. They will then contact SLT or the pastoral team for support.

Any consistent patterns of low-level inappropriate behaviour and all anti-social, abusive, aggressive and/or threatening behaviour will be recorded on CPOMS. Records are kept of all reported serious incidents of misbehaviour.

If an incident has occurred outside the school day, sanctions may be put in place if:

- The children involved were in school uniform
- The incident occurred on the way to/from school
- The incident is impacting on the wellbeing and learning of children whilst they are in school
- The incident has the potential to damage the reputation of the school

Suspensions and Permanent Exclusion

We do not wish to suspend any child from school, but sometimes this may be necessary. The school will follow the procedures within the DfE statutory guidance for suspension from maintained schools, academies and pupil referral units in England.

Only the headteacher has the power to suspend a child from school. The headteacher may suspend a child for one or more fixed periods. In extreme and exceptional circumstances the headteacher may permanently exclude a child. Permanent exclusion would only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of a suspension.

If the headteacher suspends a child, they will inform the parent/carer immediately and provide details (confirmed in writing) of the period of the suspension and the reasons for the suspension. Parents will also be informed of their right to make representations about the suspension to the governing board and how any representations should be made. Where there is a legal requirement for the governing board to consider the suspension, parents must be informed that they have a right to attend a meeting, to be represented at that meeting (at their own expense) and/or to bring someone to support them.

The headteacher will inform the Local Authority and the governing body about any suspensions and permanent exclusion. The governing body has a discipline committee which is made up of between three and five members. When the governor discipline committee meets to consider any permanent exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the Local Authority, and consider whether the child should be reinstated.

Where legally required to consider reinstating a permanently excluded pupil, the governing board will notify the parent/carer, the headteacher and the local authority of its decision, and the reasons for it, in writing and

without delay. The parent/carer will be informed of their right to ask for the decision to be reviewed by an independent review panel.

Full guidance is detailed in the **Exclusion Policy**.

Physical Intervention

Staff will only intervene physically to:

- prevent injury to another child;
- prevent a child hurting him/herself
- prevent a child harming an adult
- prevent the damage of property

The actions that we take are always in line with government guidelines on the restraint of children and training is provided in line with this.

Information on physical intervention is detailed in our **Restraint Policy.**

Detail of Some Specific Unacceptable Behaviours

Bullying

Mendip Green School does not tolerate bullying of any kind.

We openly encourage the children to tell us when they are having problems with other children whether that is in the classroom, the playground or online.

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. This includes cyber bullying in and out of school and other bullying behaviours that may occur outside the school day.

Full guidance is detailed in the Anti-Bullying Policy**.**

Drug and Alcohol-Related Incidents (including smoking and vaping)

It is the policy of this school that no child should bring any drug (including products related to smoking and vaping), legal or illegal, to school. If a child needs medication during the school day, the parent or guardian is asked to complete a parental request/indemnity form for staff to administer the medicine if necessary at school. If a form has not been completed, staff will not administer medication and parents/carers will need to come into school to administer the medication themselves.

Clear guidance and procedures are detailed in the **Administration of Medication Policy**.

The school will take very seriously misuse of any substances such as glue, other solvents, alcohol, tobacco and vaping products. It is forbidden for any child to be in possession of vaping or smoking products on school site, to use these products or encourage others to use them). The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse (or to share/encourage use of these products with their peers) will be punished by a suspension. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed. If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a suspension. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher. Social services and the police will be informed. If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Weapons/Dangerous Objects

If a child brings a weapon or dangerous object into school, these will be confiscated immediately and the parent/carer will be informed.

A sanction of seclusion, suspension or permanent exclusion will be issued as appropriate to the circumstances. Child protection issues will be considered and the police and/or social services will be informed as appropriate.

Screening and searching pupils may be necessary if staff have reasonable grounds for suspecting that a pupil has a prohibited (dangerous or illegal) item. The headteacher and any staff authorised by the headteacher have a statutory power to search without consent, within the DfE guidance '**Searching, Screening and Confiscation**' advice for headteachers, school staff and governing bodies January 2018.

School staff, when authorised by a senior leader, can search a pupil with their consent if they suspect that they have a banned item in their possession. The school will make clear what items are banned and this will be communicated to pupils and parents. In this case, written consent is not required, it is enough for the member of staff to ask the pupil to turn out pockets, look in bags and trays. Teachers will ask the pupil to cooperate with a search, but can apply an appropriate sanction if the pupil refuses (DfE guidance 'Searching, Screening and Confiscation' January 2018).

Banned items include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- vapes and vaping fluids
- fireworks/explosives of any kind
- laser pens/pointers
- offensive material images (pornographic, homophobic, racist)
- cameras (children who bring mobile phones to school place these in the secure box in the classroom and have the correct permission form. Smart watches must also be handed in and not worn during the school day. The taking of images and video on school site is strictly forbidden)
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property
- any item which a school policy specifies as banned and able to be searched for

School staff can seize any banned item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Where any item is thought to be a weapon it must be passed to the police.

Roles and Responsibilities

The Class Teacher

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. It is the responsibility of class teachers to ensure that the school values and expectations are enforced in their classes, and that their classes behave in a responsible manner during lesson time and throughout all the transition times during the day. The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child has continuous low-level misbehaviour in class, the class teacher will contact the parents to discuss the matter as soon as possible. If this misbehaviour continues, the class teacher seeks help and advice from a Senior Leader.

The class teacher liaises with external agencies, where appropriate, to support and guide the progress of each child, under the direction of the SEND team and/or Pupil Family Support Workers.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour of a child.

The Headteacher

It is the responsibility of the headteacher (under the School Standards and Framework Act 1998) to implement the school behaviour policy consistently throughout the school and to report to governors on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The headteacher (SLT when the head teacher is not on site) has the responsibility for giving seclusions and suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child from school. This action is taken only after the school governors have been notified.

School Meals Supervisory Assistants

School Meals Supervisory Assistants are very clear in their preventative role and know procedures and implement them when incidents occur. They use the same behaviour code of conduct that all staff within school follow.

SMSAs are expected to follow the positive behaviour management for children:

- Help the children to play sensibly outside by getting actively involved to support children's development of play: initiating/ developing play activities, managing resources for play activities, joining in where appropriate
- Be consistent in requests and expectations
- Increase children's awareness that they must accept responsibility for their actions and to help children think of the consequences before taking action, through talking and listening to the children and acting as a mediator to encourage children to resolve issues through consideration and negotiation.
- Help children develop an awareness of what is acceptable and unacceptable behaviour: make it clear to children about using kind words and kind actions talking and listening to the children, modelling positive behaviours, giving lots of acknowledgements and using sanctions where necessary. The emphasis must be placed on promoting positive behaviours through acknowledgements.
- Promote an ethos of caring for one another and the school property
- Praise in public and reprimand in private: talk with the children calmly and do not shout
- Ensure the safety of all children, through encouraging safe play by designating areas for particular games, liaising with teachers if new games ensue which give concerns about safety, ensuring children do not enter the building without your permission.

Strategies that SMSAs can use at lunchtime:

- Verbal greetings and eye contact
- Using appropriate touch
- Peer group praise
- Giving attention
- Smiles/ nods
- Tone of voice

Parents and Carers

The school collaborates actively with parents/carers so that children receive consistent messages about how to behave at home and at school.

Our 'Code of Conduct' for parents and carers explains our expectations for behaviour. This is available on the school website, our new starter information pack and on our home/school agreement. We expect parents/carers to read and support this. Breaches of the code of conduct can result in a site ban. In consultation with the Safeguarding Team, the police and social services may be informed.

We expect parents/carers to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions as a consequence for a child's behaviour, we expect parents/carers to support the actions of the school. If parents/carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher or an appropriate senior leader. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented.

Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Monitoring and Review

Approaches to discipline and the effectiveness of the policy will be monitored.

- Feedback at staff, support staff and SMSA meetings
- Monitoring of sanction records to highlight pupils, year groups, cohorts behaviour patterns
- General atmosphere
- Governor visits
- Parental feedback

The senior leadership team monitors the effectiveness of this policy on a regular basis. The headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour: all staff will record incidents that they were witness to or involved in, regardless of their severity. When an incident has been escalated to a senior leader or PFSW additional detail and/or actions may be added to the record. These records include details of incidents that occur at break or lunchtimes as well as online safety incidents recorded by staff if related to cyber bullying. The headteacher keeps a record of any child who is secluded, suspendedor permanently excluded ,.

It is the responsibility of the governing body to monitor the rate of suspensions and permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial quality; it will seeks to ensure that the school abides by the non-statutory guidance, 'The Duty to Promote Race Equality: A Guide For Schools,' and that no child is treated unfairly because of race or ethnic background.

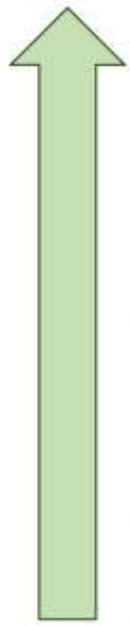
The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

NB: This policy is to be read in conjunction with:

- Anti-Bulling Policy
- Exclusions Policy
- Restraint Policy
- Administration of Medication Policy
- Special Educational Needs Policy
- Inclusion Policy

Appendix 1

Behaviour Ladder

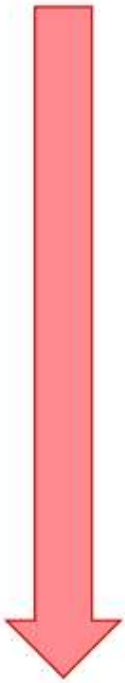


Whole School Acknowledgement
Work/achievement shared in service Work/achievement shared online Work or achievement shared with Headteacher/Deputy Headteacher Headteacher/Deputy Headteacher sticker / verbal praise Significant whole-school responsibilities e.g. monitoring roles, running a club

Year group/Phase Acknowledgement
Work/achievement shared in phase service EYFS/Key Stage 1: weekly certificates for Worker and Star of the week Key Stage 2: weekly certificates for Role Model Work or achievement shared in partner class Work or achievement shared with year/phase leader

In-class Acknowledgement
Stickers Work/achievement shared in class Phone call/note home

School Expectations are Being Met		
Verbal praise Verbal greetings & eye contact Peer group praise	Winks, smiles & nods Using appropriate touch Thumbs-up / positive gestures	Displaying work Giving attention



Behaviour	Consequence		Adult
	Classroom	Lunchtime	
Low-level disruption / child not meeting expectations	Remind child of expectations and clearly explain behaviour	Remind child of expectations and clearly explain behaviour	ALL adults
Repeated low-level disruption	Verbal warning of consequence if behaviour does not improve	Verbal warning of consequence (time-out) if behaviour does not improve	ALL adults
Continuous low-level disruption	Move to another part of the room. Record on CPOMS as appropriate.	Remove from playground zone/activity. Child to play elsewhere / with different people	ALL adults
Refusal to follow instructions	Move to prearranged teachers room for **no more** than 20minutes. Record on CPOMS.	Child spoken to. Behaviour recorded in book & shared with teacher. Instant 10-minute time-out	Teacher PFSW
Intentional harm Swearing	Child to miss next playtime. Parents/carers informed by teacher. Record on CPOMS.	Instant removal from playground (time-out). Teacher informed. Parents notified. Miss next playtime.	PFSW Prearranged Teacher
Destruction of property Rudeness to staff	Child sent to year/phase leader. Year/phase leader to record on CPOMS and contact parents. Child to miss next playtime **and** lunchtime.		Senior Leader
Persistent refusal to follow instructions Persistent low-level disruption	As above but Deputy Head's discretion on number of playtimes / lunchtimes missed. Liaison with both parent/carer and H/T.		Deputy Headteacher
Racism / homophobia / disability-based remarks Placing themselves or others in significant harm (leave a mark) ANY act of aggression towards an adult Gross insubordination 2xDHT sanctions in long-term	H/T to set personalised sanction – including missing treats/WOW days/clubs/extra-curricular activities H/T to meet with parents/carers Personalised behaviour plan Fixed-term exclusion Permanent exclusion		Headteacher

Appendix 2

Behaviour Ladder for Children