

MOBBERLEY CHURCH OF ENGLAND PRIMARY SCHOOL

Church Lane, Mobberley, Cheshire, WA16 7RA

Headteacher: Mr D. Stenson B.Ed NPQH

T: 01625 383055 • E: admin@mobberley.cheshire.sch.uk • W: www.mobberley.cheshire.sch.uk

**Policy for Behaviour and Discipline 2020-21**

**Mobberley CE Primary School**

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| Vision Statement**“Open Hearts, Open Minds, Open Doors”**We aim to provide all of our children with a rounded education based on the foundation of six core Christian values: **Respect** – Treating everyone in our school with kindness and politeness**Perseverance** – Keeping going when things get hard **Compassion** – Being able to relate to and understand others in need**Friendship** – Enjoying the company of others and being there for them **Courage** – Taking brave steps forward**Honesty** – Always telling the truth Through this approach, we aim for all our pupils to achieve their full potential and to thrive in the modern world, being confident and independent global citizens.**Our Vision is Inspired By:** Matthew 7:7**“Ask and it will be given to you; seek and you will find; knock, and the door will be opened to you.”** |

**Inclusion**

At Mobberley CE Primary School we seek inclusive practice for all members of the school community including cared for children. In practice we see this as enabling all stakeholders to participate in and fully enjoy school life. We strive to work with individuals in a way that best suits their needs.

**Overview**

Good behaviour is central to all we do in this school. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school’s life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them. The school rules will be learnt and followed by all. Rewards and Sanctions will be used to underpin and reinforce good behaviour. We will work in partnership with parents to ensure that the school’s values become central to the lives of learners. Home and School Agreements will promote this policy.

**Objectives**

1. To create an ethos of good behaviour in school. This will ensure that children are happy, secure and safe.
2. To ensure that all are treated fairly, shown respect and to promote good relationships.
3. To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
4. To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others.
5. To use good behaviour to promote community cohesion.

**REWARDS**

We believe in a positive approach to children’s behaviour and attitude to work. Verbal praise from a teacher or any adult can mean a great deal to a young child and encouraging remarks are part of our policy. Positive written comments on a piece of work can also be very effective in rewarding and encouraging children. The Headteacher is available to see any child whose work or behaviour deserves special recognition on the recommendation of the class teacher. Children can also gain house points as a reward and these contribute towards their house winning the “House Point Award”. All children should know what the rewards are and they should be used regularly. All children should have the opportunity to experience praise and success regularly:

* Three house points earns a sticker and five hps in one day a brilliant letter home. Should a child subsequently receive a red card on the same day they will lose their brilliant letter but will keep the house points earned towards their House weekly trophy count
* There can be group rewards (extra minutes choosing)
* There can be class rewards e.g. trying to achieve a certain number of marbles in a jar or colouring in the spots on the peacock etc
* All pupils start the week with 10 golden minutes which results in 10 mins special activity choosing on Friday afternoon for those who keep the school rules (no warning ticks)
* Class Good to Be Green Raffles drawn each week in Friday Celebration Assembly and children choose a prize from the Good to Be Green Box. Names published in the weekly newsletter.
* A Golden Certificate is awarded weekly to a pupil who has particularly demonstrated the Golden Rules of work and behaviour that week.
* A Class VIP is chosen weekly who has demonstrated one of the 12 Christian Values during the week. They can wear the VIP red sweatshirt the following week. They will also be invited to the end of term movie and popcorn night.

**Lunchtime Behaviour Management**

Mid-Day Assistants (MDAs) occupy a very special role during a significant time in every child’s school day. MDAs, teachers and TAs should be accorded the same level of value and respect. Together they help children to be occupied constructively during their leisure time. MDAs should be on the yard at 11.50 and playground equipment should be outside ready for use. Staff must be prompt in collecting children from the yard (out with the person on bell duty). TAs should be waiting outside classroom doors and ‘hand overs’ should be in place in order that children can make a calm orderly start to their learning.

**Teaching and Learning**

We recognise the interrelationship between effective behaviour management and effective teaching and learning strategies. We plan for outstanding behaviour through the delivery of our curriculum by:

* Delivering an interesting , creative and engaging curriculum
* Making lessons accessible to all pupils , which include challenge for all
* Providing more ‘on task’ time
* Having high expectations of all pupils

**Movement around the school**

Children are expected to:

* Always walk around the school (not run)
* Move around the school in a quiet thoughtful manner
* Stand back to allow visitors, younger children, staff to pass

**Golden Rules**

* Do be kind and helpful/Do not hurt other people’s feelings
* Do be gentle/ Do not hurt anybody
* Do look after property/ Do not waste or damage things
* Do listen to people and show respect/Do not interrupt or be rude
* Do work hard/ Do not waste yours or other people’s time
* Do be honest/ Do not cover up the truth
* Do move around school quietly and sensibly/Do not run inside school

Golden Rules will be displayed alongside Sanctions & Rewards in each classroom as well as shared areas.

**SANCTIONS**

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

* Provide clarity and consistency of suitable responses.
* Minimise disruption to others especially teaching and learning time.
* Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
* Allow early involvement of parents, senior staff, SENDCO and support agencies.
* Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e ‘That was a silly thing to do because…’ and not ‘You are a silly boy’.

**SANCTIONS PROCEDURES**

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour, professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. Serious incidents need to be treated on an individual basis and the circumstances investigated fully with involvement from Senior Staff.

**Our School Sanctions are as follows:**

* **Verbal warning** – This is the first behaviour prompt given to the child. The consequences of further inappropriate action should be flagged up, i.e. a further reprimand will result in a yellow warning card on display in the ‘Good to be Green’ (GTBG) chart.
* **A yellow card** is issued for a repeat of the inappropriate behaviour in class means the offender will complete a reflection sheet and will miss their morning break.
* **A red card** is issued for a further repeat of the undesired behaviour or a ‘straight red’ is issued for an act of extreme violence/serious bad language/racist, homophobic language, etc. This means a loss of lunchtime and a note will come home to parents (in child’s bag) explaining the reason for the loss of break (rule broken) plus a slip which parents should sign and return to school within 48 hours acknowledging notification of the loss of break. The class teacher will communicate with parents to explain the reason for the red card.
* **School Meeting** - Should a second letter need to be issued in a week (second red card issued) then parents will be invited into school (further phone call by class teacher). The second note will be handed over to the parent and a discussion of the inappropriate behaviour that has taken place.
* **Removal from Class –** If a pupil has received a red card for repeated inappropriate behaviour or a ‘straight red,’ they will spend the rest of the morning/afternoon session completing their set work in a neighbouring classroom.
* **Meeting with Headteacher –** If persistent poor behaviour choices keep being made by an individual child, a meeting will be held between the Headteacher and the parents of the pupil to review their behaviour.
* **After-school Detention** – If a pupil accumulates 4 detentions in a half term period then an after school detention will be arranged. An after-school detention can also be arranged if a pupil continues to accumulate a number of red/yellow cards for persistently breaking school rules within a short period of time and there appears to be no improvement in overall behaviour. Any arrangements for After-school detentions will be overseen by the Headteacher to ensure these sanctions are reasonable, proportionate and reflect the seriousness of the incidents in question.

**More Serious Sanctions**

**A fixed term exclusion -** may be necessary for a child who persistently offends and after school detention has not improved behaviour choices.

 Behaviours may include:

* Repeated and regular low-level disruption which disrupts learning.
* Actual or threatened violence against another pupil or a member of staff.
* Deliberately damaging school property.
* Disregard of school rules and procedures.

**Permanent exclusion –** In exceptional circumstances, this may be considered for a first or ‘one off’ offence. This may include:

* Serious actual or threatened violence against another pupil or a member of staff;
* Sexual abuse or assault;
* Supplying an illegal drug;
* Carrying an offensive weapon;
* Serious deliberate damage to school property.
* Continuous and repeated low-level disruption whereby fixed term exclusion has failed to regulate behaviour.
* Repeated disruption to classroom learning.
* Continued actual or threatened violence against another pupil or a member of staff.
* Continual disregard of school rules and procedures.
* Any act that puts themselves or others in danger.

**Permanent exclusion will also be considered where a pupil has had several fixed-term exclusions and is still making behaviour choices which break school rules.**

The school acknowledges that a small minority of children may, for whatever reason, lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for complex additional needs. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. Separate behaviour systems with additional rewards/motivators may be set up to attempt to effectively regulate behaviour choices. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

1. Behaviour charts
2. Behaviour home/school books.
3. Individual behaviour plans

Governors will monitor classroom behaviour each half term. All warnings ticks are added up weekly for individual children and result in a loss of Golden Time on Friday. Any warning means a child’s name is removed from the Good to Be Green Class Raffle which takes place in Friday Assembly. Each class issues a class raffle ticket on a Friday to all children who have kept the Golden Rules all week (no warnings).

A record of a missed break/lunchtime should be logged at the back of the class purple incident book. Children missing a break should be escorted to a seat outside the staffroom and supervised by the staff member issuing the yellow/ red card. If the member of staff is on duty then the Deputy Head should supervise the child. The child will fill in a reflection sheet (to be kept on record in the **class file**).

**The Headteacher is available for consultation at any stage but only persistent or exceptionally bad behaviour should need the Headteacher to intervene.**

**OUTCOMES**

This policy will promote the ethos of the school ensuring behaviour for learning is outstanding within our school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school’s aims. It will be used to promote community cohesion.

**Revised and adopted by the Governing Body on ……………..**

**Signed Chair of Governors --------------------------**

**Reviewed annually with all staff/ pupils**

**Pupil Behaviour Contract Cards signed annually by all pupils and kept in their drawers. Parents sign their agreement to the Behaviour Policy at Greet the Teacher Meetings in September.**

**Next Review Date: July 2021**