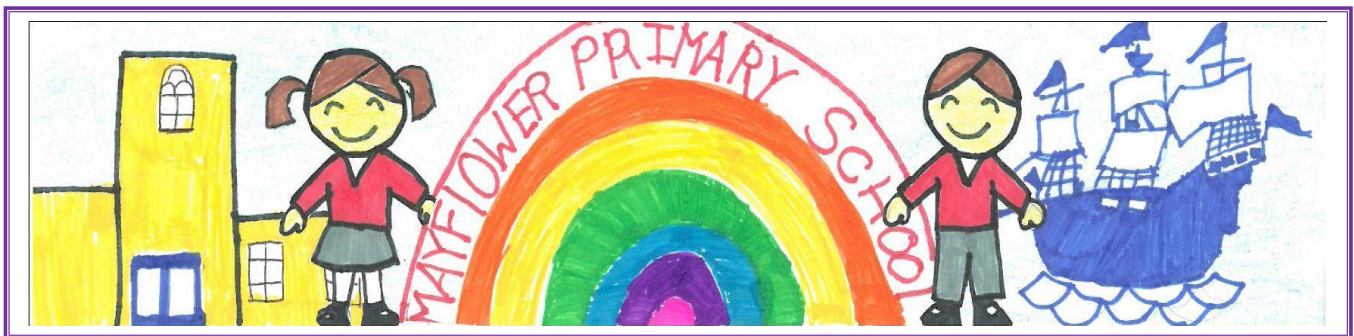
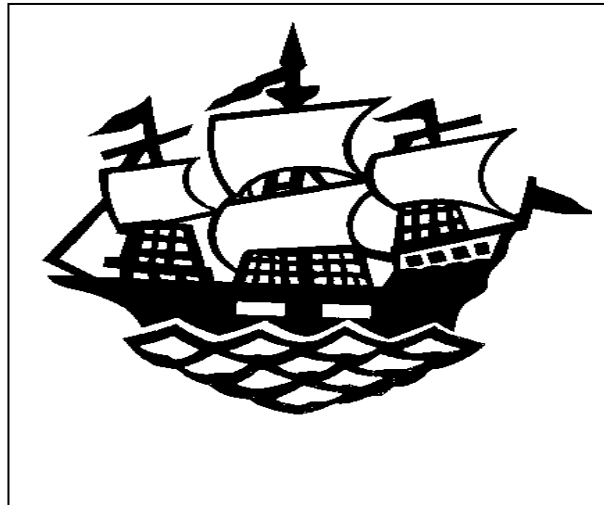


# MAYFLOWER PRIMARY SCHOOL



## POSITIVE BEHAVIOUR MANAGEMENT POLICY 2022-2023

This policy will support all staff to teach positive learning behaviours, safe in the knowledge that this body of work will reduce misbehaviour in lessons. All our staff can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content, and participate in their learning. At all times, staff should encourage pupils to be self-reflective of their own behaviours and choices.

<b>Policy Date:</b>	Sept 2021	<b>Version:</b> 1	
<b>Policy Review Date:</b>	Sept 2022	Head Teacher: Luke Whitney	13.09.21
<b>Ratified by Governing Body:</b>			
21 <sup>st</sup> September 2022		Chair of Governors:	21.09.22

**Our values in respect of positive behaviour management are as follows:**

- Peace
- Responsibility
- Respect
- Thoughtfulness
- Resilience
- Friendship
- Empathy
- Hope
- Determination
- Fairness
- Perseverance
- Love

We want our Learning Community to be safe, supportive, and inspiring for all our pupils so they can become the best versions of themselves. Every member of our Learning Community has a right to come into school, be treated with respect, and free from any behaviours that can compromise their age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation. These are known as Protected Characteristics, as articulated within the Equality Act (2010).

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## **Aims**

This policy aims to uphold the behaviour principles agreed by the governing body and:

- Provide a consistent approach to behaviour management in our school.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

This policy is designed to support the way in which all members of the school community can work together to create an environment where everyone has high expectations of the children, and all feel respected, valued, safe and secure.

## **Legislation and Statutory Requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act (2010)
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a Behaviour Policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online.
- On an advisory basis, the school is also aware of the Education Endowment Foundation 'Improving Behaviour in Schools (June 2019) and the core principles that exemplify the link between learning behaviours and behaviour standards overall
- The Education Inspection Framework (September 2021)

## Definitions

<b>Misbehaviour is defined as:</b>	<b>Serious misbehaviour is defined as:</b>
<ul style="list-style-type: none"><li>▪ Disruption in lessons, in corridors between lessons, and at break and lunchtimes</li><li>▪ Non-completion of classwork or homework</li><li>▪ Poor attitude</li><li>▪ Incorrect uniform</li></ul>	<ul style="list-style-type: none"><li>▪ Repeated breaches of the school rules</li><li>▪ Any form of bullying</li><li>▪ Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation</li><li>▪ Vandalism</li><li>▪ Theft</li><li>▪ Fighting</li><li>▪ Racist, sexist, homophobic or discriminatory behaviour</li><li>▪ Possession of any prohibited items. These are:<ul style="list-style-type: none"><li>✓ Knives or weapons</li><li>✓ Alcohol</li><li>✓ Illegal drugs</li><li>✓ Stolen items</li><li>✓ Tobacco and cigarette papers</li><li>✓ Fireworks</li><li>✓ Pornographic images</li><li>✓ Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)</li></ul></li></ul>

## Equality

At Mayflower Primary School we understand and respect that all of our pupils are different and are committed to providing a school experience that is accessible and appropriate for all our pupils. Where relevant, we will seek the support and guidance of other professionals such as:

- Educational Psychologist
- Behaviour support specialists
- Local PRU outreach services
- Educational Welfare Officers
- Early Help Team
- Children's Social Care (including the Duty and Advice Team)
- Special Education Needs Support Service
- Parents
- Qualified members of the community our school serves

## Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our **Anti-Bullying Policy (2021-2022)**

## Roles and Responsibilities

### The Governing Body:

- The Governing Body, or assigned committee, is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).
- The Governing Body, or assigned committee, will also review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

### The Head Teacher:

- The Head Teacher is responsible for reviewing this behaviour policy in conjunction with the Curriculum & Standards Committee, giving due consideration to the school's statement of behaviour principles (see Appendix 1) (appendix 1). The Head Teacher will also approve this policy.
- The Head Teacher 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:**

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of all pupils
- Recording behaviour incidents and referring to senior staff as required

The senior leadership team will support staff in responding to behaviour incidents.

**Parents:**

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

**Behaviour Expectations****At Mayflower Primary School, we aim to ensure that:**

- Our school is a community that nurtures and supports every child; that values unique worth and contribution; that empowers every member to achieve their fullest potential; that opens up a world of opportunities.
- Our school a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning; where care and respect build self-esteem and self-belief.
- Our school is a gateway to limitless possibilities; to soaring aspirations; to brighter futures.

**This will be achieved through:**

- Establishing a culture in which members of the school community uphold consistently high expectations of behaviour based on the school's shared values
- Establishing a school in which children's behaviour and personal development is outstanding
- Creating clear, easy to follow, reward-based and positive behaviour systems that are consistently adhered to by all
- Encouraging pupils to conduct themselves in a responsible, reflective and self-disciplined manner
- Facilitating a process whereby children are empowered and enabled to be responsible for their behaviour
- Providing opportunities to develop empathy and an understanding about the needs and rights of others
- Treating all pupils and staff with respect
- Preventing all forms of bullying

- Working together with parents / carers to create a partnership between home and school

**We believe that children have the right to:**

- Aim high and achieve their goals
- Learn in a positive environment free from disruption
- Be encouraged and praised for good learning and positive behaviour
- Be safe in their body and mind

**We believe that every teacher has the right to:**

- Teach in a positive learning environment that is free from disruption
- Take firm action to not let one child's disruption affect the progress or safety of another child
- Set clear expectations of what outstanding behaviour looks like
- Be supported when needed by parents/carers, colleagues and senior staff
- Be respected by all children
- Be safe in their body and mind

**What does good behaviour look like?**

**In lessons:**

- All children listening, learning and on task
- Silent transitions to maximise learning time, with a specific emphasis on corridor spaces
- Children taking responsibility for their learning
- Responding quickly to the teacher's signal to stop and listen
- Effective, focused partner talk about learning
- Hands empty, body still, eyes looking, ears listening
- Helping tidy and being tidy
- Staying in seats during lessons when required
- Quiet learning - focused quiet voices while doing independent work

**Walking around the school:**

- SSS - Slowly, silently, single file
- Staying in line order
- Picking up litter/coats
- Respecting displays



- Facing the front

#### **At playtime and lunchtime:**

- Engaged in play
- Respectful to staff and peers
- Walking to the toilets
- Inclusive
- Friendly
- Good language
- Good table manners
- Eating quietly
- Flushing the toilet/lifting the seat (boys)

#### **On trips:**

- Listening to adults
- Representing Mayflower Primary School positively
- Staying in pairs and/or groups (teacher to determine)
- Being mindful of the public and respectful towards others
- Sensible and smart (and in school uniform unless specifically advised e.g. residential in years 5 and 6)
- Enthusiastic
- Polite
- Quiet voices

#### **In assembly**

- Respectful – listening, not talking or fidgeting.
- Responding appropriately to questions asked by the leader of the assembly

#### **Why do we need good behaviour?**

- To ensure that children's right to be heard, to learn, and be safe in body and mind is always respected by everyone
- To ensure children can learn in a safe environment.
- To create well-rounded citizens by ensuring children have good social skills and show respect towards each other and adults at all times

#### **How do we ensure behaviour is consistently good or better at Mayflower?**

- By all adults having consistently high expectations of all children with no excuses.

- Being clear about what we expect from the children
- Following the stages and shared strategies for rewards and consequences in the behaviour policy.
- Working in partnership with children, parents and staff to uphold consistently high expectations of their behaviour and modelling this at all times.
- Embodying the school shared values and learning behaviours.

## **The Restorative Approach/Respect Code**

*‘Our job is to teach the **PUPILS** we have, **NOT** those we would like to have, **NOT** those we used to have, but those we have right now **ALL** of them.’*

At the heart of the Restorative Approach is the intention to resolve conflict that occurs between people through a peaceful and fair process in which all parties are heard and respected.

We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school values of peace, responsibility, respect, thoughtfulness, resilience, friendship, empathy, hope, determination, fairness, perseverance and love. On occasions when these values are not being respected, we use restorative approaches as outlined in our behaviour chart to help pupils understand the impact of their actions, and how to resolve it.

We believe that by using this Restorative Approach we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop the values of respect, responsibility, peace, thoughtfulness, friendship, empathy, hope, fairness and love.

If a pupil in our school has been negatively affected by someone’s behaviour, adults will ensure that each child’s right to be heard is respected and the situation is resolved fairly.

If a pupil has done something wrong they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future.

Our pupils say that they prefer the Restorative Approach as it allows ALL parties to have their right to be heard respected.

### **About Restorative Language:**

When our pupils find themselves in conflict or upset, we will ask them:

- What happened?
- What were you thinking or feeling when it happened?
- What needs to happen to put this right?
- What would you do differently next time?

We might also say to our pupils:

- What would you think or feel if this happened to you?
- What are you willing to admit to?
- How can we put this right?
- What could you do differently next time?
- What other choice could you have made?
- How could you make sure it does not happen again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to resolve the situation fairly. If someone has done something wrong, we expect them to take responsibility for their actions and suggest a way to resolve the problem or upset that their behaviour has caused.

Restorative behaviour process and chart:

Most situations can be dealt with fairly and promptly by using the above questions. If a child continues to misbehave, teachers/adults refer to the school behaviour guidelines stages 1-4.

We aim to:

Reduce	Improve	Develop
<ul style="list-style-type: none"> <li>▪ Exclusions</li> <li>▪ Disruptive behaviour</li> <li>▪ Conflict</li> <li>▪ Bullying</li> <li>▪ Low level disruption</li> </ul>	<ul style="list-style-type: none"> <li>▪ Behaviour</li> <li>▪ Learning</li> <li>▪ Attendance</li> <li>▪ Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Honesty</li> <li>▪ Responsibility</li> <li>▪ Accountability</li> <li>▪ Empathy</li> <li>▪ Emotional Literacy</li> <li>▪ Conflict Resolution Skills</li> <li>▪ Positive Learning Behaviour</li> <li>▪ Positive Learning Environment</li> <li>▪ Independence</li> </ul>

### **Rewards and Sanctions**

In our school, all staff recognise that REWARD is the primary basis of our Behaviour Management Policy. Children have a natural pre-disposition to please, and catching them making good choices is a core part of our practice.

Given the fact that our school is organised into 4 phases, staff agree the REWARDS that will be available to provide an ethos where good choices are the primary arbiter of success. These are subject to review on an annual basis, and are displayed prominently in each classroom.

A gradation is also used to children know what the next REWARD will be. In this way, children have been empowered to take responsibility for the choices they make, as well as the positive outcomes that follow on from this.

By adopting a REWARDS-based culture, we expect all of our children to be eager to seek REWARDS for the choices they have made. As these are consistent within phase, all staff will have access to the systems that are used. Such an approach will also give clarity to all of the children both in the classroom, as they move around the school, at playtimes, lunchtimes, and during any form of enrichment provision, including clubs, trips and also our programme of residential provision in years 5 and 6.

REWARDS: EYFS	REWARDS: Key Stage 1
<ul style="list-style-type: none"> <li>▪ Star of the Week</li> <li>▪ Lots and lots of positive praise</li> <li>▪ Stickers</li> <li>▪ Badges (Travel Tracker)</li> <li>▪ Dojos (Foundation 2)</li> <li>▪ Displaying work</li> <li>▪ Tapestry profiles, notes home</li> <li>▪ Presenting wows to the class group</li> </ul> <p>In EYFS, it is fully recognised that children will need lots of support, encouragement, love, and care to feel safe and settled within their setting.</p>	<ol style="list-style-type: none"> <li>1. Verbal praise</li> <li>2. Dojo</li> <li>3. Message home/stickers etc</li> <li>4. Visit HT or DHT</li> <li>5. Well-Done Blog Post</li> </ol> <p>Other rewards can be determined by the class teacher, that are specific to the class or group.</p> <p>In addition, the Respect Code is used in the following ways:</p> <ul style="list-style-type: none"> <li>▪ Verbal praise</li> <li>▪ Certificates</li> <li>▪ Special mentions</li> <li>▪ Letter or email home</li> <li>▪ Class rewards</li> <li>▪ Phone call home</li> <li>▪ Sharing with parents</li> <li>▪ Extra time at a valued activity</li> <li>▪ Sent to the Head Teacher or another colleague to share a special achievement</li> </ul>
REWARDS: Lower Key Stage 2	REWARDS: Upper Key Stage 2
<ul style="list-style-type: none"> <li>▪ Verbal praise</li> <li>▪ Certificates</li> <li>▪ Special mentions</li> <li>▪ Letter or email home</li> <li>▪ Class rewards</li> <li>▪ Phone call home</li> <li>▪ Sharing with parents</li> <li>▪ Extra time at a valued activity</li> <li>▪ Sent to the Head Teacher or another colleague to share a special achievement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Verbal praise</li> <li>▪ Certificates</li> <li>▪ Special mentions</li> <li>▪ Letter or email home</li> <li>▪ Class rewards</li> <li>▪ Phone call home</li> <li>▪ Sharing with parents</li> <li>▪ Extra time at a valued activity</li> <li>▪ Sent to the Head Teacher or another colleague to share a special achievement</li> </ul>

In the same way that REWARDS are the primary basis for our school's Behaviour Policy, we also recognise that on occasion, children can make the wrong choices for a number of different reasons. We believe that the majority of these will relate to a lack of access to the curriculum, hence the importance that is ascribed to positive learning behaviours, and the efforts that all staff go to to ensure that the curriculum is accessible to all pupils.

As with REWARDS, where children are made aware of the consequences of their actions, they are empowered to take responsibility for the next choice they make. A gradation of sanctions ensures this purpose, and children will always be aware of what will happen next, if they continue to make choices that compromise themselves or others.

Sanctions will follow a stepped procedure in each phase, as follows:

<b>Sanctions: EYFS</b>	<b>Sanctions: Key Stage 1</b>
<ul style="list-style-type: none"> <li>▪ Step 1: Targeted support</li> <li>▪ Step 2: 1:1 conferencing</li> <li>▪ Step 3: Reinforce the Magic 5</li> <li>▪ Step 4: Parent contact</li> <li>▪ Step 5: Referral to senior staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ Step 1: Warning</li> <li>▪ Step 2: Move away from group</li> <li>▪ Step 3: 5 minute loss of break</li> <li>▪ Step 4: Parent contact</li> <li>▪ Step 5: Referral to HT/letter home</li> </ul>
<b>Sanctions: Lower Key Stage 2</b>	<b>Sanctions: Upper Key Stage 2</b>
<ul style="list-style-type: none"> <li>▪ Step 1: Warning</li> <li>▪ Step 2: Move away from group</li> <li>▪ Step 3: 5 minute loss of break</li> <li>▪ Step 4: Parent contact</li> <li>▪ Step 5: Referral to HT/letter home</li> </ul>	<ul style="list-style-type: none"> <li>▪ Step 1: Warning</li> <li>▪ Step 2: Move away from group</li> <li>▪ Step 3: 5 minute loss of break</li> <li>▪ Step 4: Parent contact</li> <li>▪ Step 5: Referral to HT/letter home</li> </ul>

### **The RESPECT Code**

To ensure that our systems, processes, and relevant information are easily available, the school has developed what is known as the RESPECT Code. This helps to promote the intrinsic motivation we expect all pupils to develop that will guide the choices they make. By developing these systems and approaches, all of our children are supported to make positive choices in and around the school, in-line with the core principles that have been developed through this policy.

### **Managing Transitions in class and around school**

To maximise learning time and safety, we use the following behaviour strategies to maintain safe and efficient transitions when moving around in class and around school:

- Staff will lead the line, with support staff positioned at the back to ensure line of sight
- Senior staff will maintain a presence around the school, supporting staff as required
- Line order is encouraged, but it is also recognised that as children move through the school, they will be able to take more responsibility for the choices they make

### **Rewards systems**

#### **Class rewards:**

- As detailed above, and agreed on a phase basis

### **Dojo Rewards/Celebration:**

- Dojos are given to individual children and the class or groups for good behaviour and learning. They can be given by anyone in the school. Class teachers put their dojo onto the system online, and this translates into certificates that are awarded at our weekly celebration assemblies. These will be led by the Head Teacher, Deputy Head Teacher, or phase leaders.

### **Phase reward system:**

- Golden Time can be given on a Friday afternoon, and these decisions will be taken in phase. Not all year groups utilise this system.
- Golden Time will run from **2.45 pm** to **3.15 pm**, and can be withdrawn as an additional sanction. It is recognised, however, that Golden Time should be a REWARD that children seek.
- Staff will be responsible for the supervision of children during Golden Time.

### **Whole school rewards system:**

#### **Achievement assembly:**

- Achievement assemblies are held on a weekly basis, and for the first half of the autumn term 2021, they will remain pre-recorded
- Staff are responsible for notifying the assembly leaders of awards that have been given, including when dojo thresholds are reached
- Children are encouraged to take their certificates home, and social media channels are used to further celebrate their success

#### **Attendance:**

- Each week, the Head Teacher will present an award in each phase that celebrates the class with the highest aggregate attendance. This is in the form of a small trophy that will remain in class for all of the following week.
- This assembly is viewed as a vehicle for the positive teaching of good attendance habits in all classes, as well as the impact absence can have on learning

#### **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

#### **Malicious allegations**

- Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the pupil in accordance with this policy.
- Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse.
- The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

## **Early Years Foundation Stage (EYFS) Behaviour Policy**

The EYFS team follows the same policy as the rest of the school with some adjustments for Nursery children while settling in.

The school values will be displayed in each classroom with corresponding pictures to help illustrate them in action.

### **Sharing**

If a child wants something another child has, practitioners will support both parties to mediate so that an equitable solution can be reached. Snatching is not appropriate, and it is recognised that these in-the-moment situations provide an excellent opportunity for all of our children to learn about empathy.

### **Praise and rewards**

At our school, we believe that the key to promoting positive behaviour is through praise and rewards.

Some of the ways we do this are:

- Praise – lots and lots! This is the first stage of REWARD. We catch, recognise, and praise children who are making positive choices. This approach has two purposes in that the child is made to feel good about themselves, and other children are reminded of the expectations we have.
- Through language and gesture – staff ensure that the language frames the choice the child has made and also the consequence e.g. well done, you have managed to put your coat on all by yourself etc
- Positive directions - directions are phrased using positive wording e.g. let me see you walking inside the setting etc

Clear expectations are set by all adults at the beginning of the school year. In addition, regular circle times give classes opportunities to promote and reward positive behaviour. Before any involvement in the behaviour system, all children are fully aware of school expectations.

### **Reflection time:**

- On occasion, children may need to have some time out for reflection. This is a perfectly normal part of early childhood development. Where a practitioner deems this to be necessary, a clear reason must be given, and the child will be supervised in a quiet area of the setting. The time-out must never exceed 3-minutes, and the child will be reminded at the end of this time period why they had been asked to reflect.
- For many children, this will also be an opportunity to think about the choices they make as they begin to reintegrate back into the setting. All of our adults possess the necessary skills to provide the right level of support.
- If another child has been hurt or upset as a consequence of the actions of the child who has had reflection time, part of the restorative process is to say sorry. Where necessary, adult support will be provided to ensure this act has meaning.



- In the unlikely event of the behaviour continuing, escalation may be required, involving senior staff or parent referral. The Early Years Leader and Head Teacher can advise, where this is felt to be necessary.
- On very rare occasions, the child will be supported to complete a Behaviour Reflection Sheet, and this will be uploaded to CPOMS so that a lasting record can be maintained. Paper copies will also be kept in the Red Folder in the Head Teacher's office.
- As the child reintegrates, it is imperative that staff then praises and rewards the child for making better choices in the area where previously their response has not been in-line with our normal operating procedures.
- Tapestry Learning Journals will be used to celebrate success, so that children, parents and practitioners are aware of the positive choices our children have been making. Causal links will also be made with PSED and the termly Leuven screening checks.

## **Exclusion from School**

The Behaviour Policy and Restorative Practice is underpinned by the shared commitment of all members of the School community to achieve two important aims:

- The first is to ensure the safety and well-being of all members of the School community, and to maintain an appropriate educational environment in which all can learn and succeed;
- The second is to realise the aim of reducing the need to use exclusion as a sanction.

The decision to exclude a student will be taken in the following circumstances:

- In response to a serious breach of the school's Positive Behaviour Policy
- If allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School.

Exclusion is an extreme sanction and is only administered by the Head Teacher (or, in the absence of the Head, the Deputy Head who is acting in that role).

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

- Verbal abuse to Staff and others
- Verbal abuse to students
- Physical abuse to/attack on staff
- Physical abuse to/attack on students
- Indecent behaviour
- Damage to property
- Theft

- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the pupil's behaviour

This is not an exhaustive list and there may be other situations where the Head Teacher makes the judgment that exclusion is an appropriate sanction.

### **Fixed Term Internal Exclusions**

It is our duty to ensure children have their right to an education and where possible any exclusion from lessons for behaviour should be minimised. It is acknowledged, however, that this may be necessary, to preserve good order in class.

Where all sanctions have been exhausted, children can be sent to the Head Teacher or Deputy Head Teacher, as required. They will ensure that the right support is provided, and this will also include the completion of a Behaviour Reflection Sheet. It is the responsibility of the referring member of staff to ensure that the child has work to complete and that they understand what has been taught. This is necessary because of the clear link between positive learning behaviours, and positive standards of behaviour overall.

Internal exclusions could form any of the following:

- They may include periods of up to three days where the child may miss break-time, lunchtime and lesson times.
- This fixed term internal exclusion will be supervised by the Head Teacher or Deputy Head Teacher, with a safe working space in the main school corridor.
- A Behaviour Support Plan will be implemented to monitor the child's behaviour during and following the period of exclusion for a suitable period of time.

### **Fixed Term External Exclusions**

Where extreme or persistent behaviour that seriously breaches children or adult's right to learn and be safe, a referral will be made, with the support of the school's Special Educational Needs Co-ordinator (SENDCo).

Most external exclusions are of a fixed term nature and are of short duration (usually between one and three days).

Following the decision to internally exclude a child, parents are contacted immediately where possible. A meeting will be held with the parents, child, SLT, class teacher and SENDCo and followed up by a letter sent by post giving details of the exclusion and the date the exclusion ends. Parents carers have a right to make representations to the Governing Body and the LA as directed in the letter.

During the course of a fixed term exclusion, parents are advised that the student is not allowed on the school premises, and that daytime supervision is the responsibility of the parent with the support of the school.

A Return to School meeting will be held following the expiry of the fixed term exclusion and this will involve the Head Teacher or Deputy in their absence, the child, their parents, learning mentor, class teacher. Behaviour targets and risk assessment measures will be agreed by all. A behaviour passport will be completed with the members in the meeting. Behaviour will be continued to be monitored on return to school until all parties are happy with the improvement. The DfE's regulations allow the Head teacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.

### **Permanent Exclusion**

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

- The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying)
- The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or one-off offence. These might include:
  - Serious actual or threatened violence against another pupil or a member of staff.
  - Sexual abuse or assault.

The School will consider police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the School. Other incidents may lead to permanent exclusion and will be considered on an individual basis.

General factors the School considers before making a decision to exclude

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Head will:

- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations taking into account the relevant policies.
- Allow the student to give her/his version of events.
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Head is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion will be the outcome.

Exercise of discretion:

In reaching a decision about whether or not to exclude, the Head Teacher will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether permanent exclusion is the most appropriate sanction, the Head Teacher will consider

- the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the school's Behaviour Policy
- the effect that the student remaining in the school would have on the education and welfare of other students and staff.

In the case of a fixed term external exclusion, or a permanent exclusion, the school will follow its Exclusions Policy.

## **Physical Contact**

Mayflower Primary School recognises that for some staff physical contact is an integral part of their role, for example, in the teaching of physical skills such as swimming and gymnastics; various forms of therapy; the administration of first aid and intimate care. Physical contact is also used to reassure and comfort children. This is especially pertinent during the settling-in period in EYFS classes where children may need to be cuddled and offered physical reassurance.

Staff will comfort children where necessary, but will use minimal physical contact.

Friendly physical contact also helps develop relationships, which is crucial to the EYFS, so we ensure staff are trained in safeguarding and endeavour to teach children about personal space.

## **Use of reasonable force**

On occasions school staff may need to use reasonable force to prompt, guide or hold children. They do this in order to help children to control their own behaviour and to keep people safe. If staff act reasonably in their attempts to meet the needs of the child, they should be confident that they will be supported.

Examples of circumstances when proportionate use of force may be reasonable.

- To protect people or property
- To move children to a safer place
- To prevent children from behaving in such a way that seriously disrupts school activities

## **Team Teach Approach**

Most of our staff are trained in the Team Teach approach for dealing with extreme cases of behaviour. This involves de-escalation techniques which are followed by all staff.

In very rare cases, physical restraint might be necessary for the safety of the child or others. Only adults who have been trained to do this will restrain the child. If this happens parents are informed.

All incidents where holding has been appropriate are recorded (see Use of Force Record), parents/carers informed, and actions put in place following the incident. In the follow up to such an incident, the school will continue to manage the situation using restorative approaches.

Further information about use of reasonable force at Mayflower Primary School is contained in our Positive Handling Policy.

## **Training**

Staff at Mayflower Primary School 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. All staffing training is logged and monitored.

## **Monitoring Arrangements**

This behaviour policy will be reviewed by the Head Teacher and the Curriculum & Standards Committee annually. At each review, the policy will be approved by the Head Teacher and Curriculum & Standards Committee.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually, in line with DfE recommendation. Discussion will be minuted, and it is expected that individual governors will make termly visits to the school, in-line with the Key Milestones that are included in the latest iteration of the School Improvement Plan. All monitoring visits will be subject to a written report, that will be stored centrally, and used to support termly self-evaluation.

## **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying Policy
- Positive Handling Policy

## **Appendix 1: Written Statement of Behaviour Principles**

### **Rationale and purpose**

- This statement was written and approved by the Governing Body at their meeting on 27.09.21. It will be reviewed annually, in line with the Department for Education guidance, and in line with the school's Behaviour Policy.
- This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance Behaviour and Discipline in Schools, January 2016.
- The purpose of this statement is to provide guidance for the Head Teacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents for the pupils in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the governors' support when following this guidance.
- The school's Behaviour Policy is publicised to staff and families on the school website

### **Principles**

1. The Governing Body of Mayflower Primary School has consistently high expectations of our pupil's behaviour without exception. We believe that excellent behaviour is imperative in order to ensure that all children's right to an outstanding education is respected. We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school values of peace, responsibility, respect, thoughtfulness, resilience, friendship, empathy, hope, determination, fairness, perseverance and love.
2. Every pupil understands and respects that they have the right to be heard, to learn and to be safe in body and mind, to be valued and respected, and learn free from the disruption of others.
3. Every pupil has the right to learn in a safe environment.
4. All pupils, staff and visitors are free from any form of discrimination.
5. Staff and volunteers set consistently high expectations of all pupils with no excuses.
6. School will work in partnership with children, parents and staff to uphold consistently high expectations of their behaviour and modelling at all times.
7. The school's Behaviour Policy and behaviour principles is available to and understood by all pupils, staff and parents.
8. The school's legal duties under the Equality Act (2010) in respect of safeguarding pupils with special educational needs and/or disabilities, and all vulnerable pupils, is set out in the Behaviour Policy and known to all staff.
9. Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.

10. 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.

11. Pupils are helped to take responsibility for their actions.

12. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

**Appendix 2: RESPECT Code Poster (all classes)**



## **Appendix 3: RESPECT Code Pupil Booklet**

## **Appendix 4: Respect Code Information for Parents**