

Midsomer Norton Primary School

Behaviour Policy

2021



'Learning for Life'

The purpose of this policy is to give a clear code of conduct for all adults, parents/ carers, and children at Midsomer Norton Primary School.

This policy has been developed after discussion with staff and children and reflects values and principles we consider important for our school.

Aims and Values

We aim to maintain a consistent, happy, safe and orderly environment in which children learn to behave responsibly with consideration for others and respect for our surroundings. We aim to create a curriculum and a whole school ethos that is inclusive and celebrates equality, tolerance, respect, understanding, kindness and positive self-image and self-esteem.

We recognise the following to be important in helping to create a positive climate within the school:

- Staff have high expectations of the children and set clear boundaries and consequences.
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- A well-ordered school depends on good time keeping, well-established routines, clear procedures and good communication.
- Children learn most effectively in a calm, organised learning environment with emphasis on praise and positive reinforcement.
- Children, staff and parents/carers take pride in our school and school community, have positive relationships and work together.
- Our approach is consistent and fair, with all staff setting similar standards and acting as positive role-models and taking shared responsibility.
- Children, parents and carers feel supported if there is a problem and are regularly informed and involved.
- The promotion of excellent 'learning behaviours' that focus on the best learning outcomes for children

Learning Behaviour-Learning Gems

The school has identified six 'learning powers' that promote positive learning behaviours. Through awarding 'Learning Gems' (to help make an abstract concept more concrete) staff encourage and promote these learning behaviours.

Each term one learning behaviour is the focus with children working collaboratively to earn gems, which are added to an 'accumulator' in assembly. Whole school rewards are awarded to the children depending on the number of gems collected across the term, e.g. extra playtime, a whole school picnic in the last week of term etc.

The six learning behaviours are:

1. Diamond Power: Being independent
2. Ruby Power: Supporting others
3. Emerald Power: Being ambitious
4. Sapphire Power: Being resilient
5. Amethyst Power: Keeping focus
6. Topaz Power: Working together

Encouraging Positive Behaviour Choices

Our Green Rules

These have been created in consultation with all the children and staff.

The Green Rules

'It's great to be green!'



We are kind and gentle



We listen



We try hard in our learning



We look after things



We play safely



We are honest



We are helpful and polite

Our System:

Children are encouraged to keep to the green rules and their behaviour is monitored through a coloured behaviour card system. Each child has a **green card** at the beginning of each day. If after warnings, a child continues not to follow the Green Rules they may be given a **yellow card**- (miss 5 mins of Greenie Time). If this continues they may be given a **blue card** (miss 10 minutes of Greenie Time). In some circumstances, a blue card may be given directly for a more serious incident.

Red cards are given for very serious behaviour incidents such as racism, vandalism, and homophobic language, unprovoked or extreme physical aggression, intentional swearing, stealing. A child may go straight to a red card for a single serious incident.

Gold cards are given once a week by the class teacher & TA for a child showing exemplary behaviour e.g. supporting others, setting a good example etc. These are presented in assembly where the child will receive a gold pen or pencil. **Gold cards** are also given once a term by SMSAs for excellent lunchtime behaviour

For children who are persistently being given yellow cards over a short period, or is given a blue or red card, their teacher will contact parents/carers to discuss ways forward.

Red cards will also include a letter sent home to parents/carers and a meeting called with the class teacher & Deputy Headteacher/ Headteacher and parents/carers if necessary. Cards, reasons, sanctions/rewards and actions are all recorded on our behaviour logs and monitored frequently.

Continuous unacceptable behaviour may lead to a **fixed term exclusion** or permanent exclusion.

As well as our card system we may also use....

These strategies may include:

Child placed on weekly report

Individual behaviour plans

Assessment of their individual needs by the SENCO & outside agencies

Staff & parents/carers working together to support the child

Support from learning mentor in school

Support from external agencies –Behaviour support

Regular Team Around the Child meetings (if outside agencies are involved)

Positive reinforcements

Positive reinforcements will always be used before sanctions and on occasions will be agreed with parents/carers. These include Greenie Time at the end of the week, Gold Awards for exemplary behaviour, Teachers' Awards for great effort in learning, Headteacher's Commendations for citizenship, Citizenship Award (MAT), table points, showing work to the Head and/or Deputy, stickers, other certificates (e.g. sports), written and spoken praise, and other positive strategies in class.

It may be recommended and agreed by parents/carers that children have some individual time with our **Learning Mentor** if their behaviour is a cause for concern or where we are aware of circumstances that may be effecting their behaviour.

Poor Behaviour at Lunchtimes

Children are expected to show respect to adults at all times. At lunchtimes, if a child is rude to an SMSA or does not immediately desist from behaviour that is likely to hurt themselves or another child after being asked to stop, the SMSA can give a 'Miss a Lunch time' card.

This must be confirmed by the teacher, in addition the teacher decides a sanction (yellow, red, blue card) for the original poor behaviour. SMSAs can also give Gold cards once a term for excellent lunchtime behaviour. They can also nominate children for the 'special table' on a Friday for excellent lunchtime manners.

Unacceptable Behaviour of a more serious nature

We recognise that there will be occasions when there will be lapses in behaviour for many reasons which may be more serious in nature.

Examples of Unacceptable Behaviour

Stealing

Rudeness or defiance to an adult

Any form of physical aggression or swearing

Any overt racism or sexism or name-calling

Bullying of other children by words or deeds

Deliberate vandalism of other people's property, school property or building

Running out of school

Truancy

Discrimination against religion and culture

The deputy/ head teacher will deal with any extreme incidents of unacceptable behaviour. In certain cases, parents may need to be informed immediately if an incident is very serious.

Sanctions

These include loss of Greenie Time, sitting apart from others, being sent to another class to complete work for a short time (accompanied by a TA -younger and older classes are partnered), loss of playground time or lunchtime by staying in with class teacher, referral to the Deputy Headteacher and or Headteacher and in extreme cases exclusion from school for a fixed number of days.

Exclusions

It is anticipated that this sanction would be rare and only be used when all other strategies are not working **or as a result of a single incident of an extremely serious nature.** However, if it is appropriate we will follow the guidance laid down by the Local Authority in conjunction with the following procedures.

- ✓ Head and Deputy to meet to discuss and decide whether to exclude
- ✓ Head or Deputy to ring parents and complete paperwork immediately
- ✓ Head or Deputy to inform all staff members as soon as possible
- ✓ The Governors and the Local Authority to be informed
- ✓ On return to school there will be a meeting between the parent and the Headteacher before the child returns to school

Bullying

Many parents/carers are concerned about bullying within school. At Midsomer Norton Primary School the issue of bullying is taken very seriously. All allegations of bullying must be recorded and reported to the Deputy Head teacher in line with the Trust's Anti-Bullying Policy.

Bullying can take many forms: it may be verbal, physical, or online outside school. All forms can be equally unpleasant and will not be tolerated. Pupils and parents are urged to report

any concerns they may have to the Class Teacher, Deputy Head teacher or Head teacher. Children will always be listened to and all staff are on the alert for incidents of bullying and will attempt to resolve them promptly and fairly with clear and consistent communication. Serious incidents of this nature will be communicated to the Deputy Head teacher or Head teacher so that they can be investigated and resolved. Parents/carers will be contacted, reassured and communicated with regularly. Bullying incidents will be recorded and monitored using My Concern.

A time and space will be provided in which the child (victim) can be listened to and supported, and also the child (perpetrator) can reflect on their actions and with support and guidance resolve the conflict with the victim. Work will be done with the children (learning mentor, class teacher, targeted intervention) to stop it happening again and to someone else.

Children learn about what bullying is regularly in assembly, circle time and PHSE lessons, and we take part in anti-bullying week and have developed our own Anti-Bullying Charter. We also have an E-Team (Equalities Team) that promotes equality, diversity, tolerance and acceptance.

September 2021
Policy to be reviewed September 2022