



Leigh on Mendip School

Behaviour Policy

Rationale

At Leigh on Mendip School, we believe it is important to provide a learning environment in which all members of the school community feel safe, secure and respected and where responsible and collaborative behaviour is valued. We encourage individuals to grow in independence and self-esteem, enabling them to learn independently and work cooperatively.

Aims

We believe that all members of the school community should:

- be free from abuse of any kind
- have high expectations for their own and others' behaviour
- work in partnership with parents in helping children at each stage
- respect and support each other, demonstrating a responsibility for others
- show respect for the school environment and equipment
- promote a sense of belonging where everyone feels safe
- help themselves and others learn
- make a positive contribution and recognise the contribution of others
- be listened to and listen to others
- realise the equal value of all and value differences
- avoid raised voices and aggressive body language
- treat all in a clear, fair, consistent and calm way
- expect and help the classroom to be a calm, ordered place
- expect the relationship between children, teachers and parents to be one of trust;
- conform to school standards and practices without losing individuality;
- recognise achievements;
- expect good behaviour to be rewarded and poor behaviour to be addressed.

Golden Rules

The school's behaviour system is based around six Golden Rules. The Golden Rules are displayed in every class and are used as a visual and verbal prompt for our expectation of good behaviour from all pupils.

Leigh on Mendip Golden Rules	
We listen	<i>We don't interrupt</i>
We are honest	<i>We tell the truth</i>
We are gentle	<i>We don't hurt others</i>
We work hard	<i>We don't waste time</i>
We look after property	<i>We don't damage things</i>
We are kind and helpful	<i>We don't hurt anybody's feelings</i>
'nurturing curious minds'	

Incentives and Rewards

Whilst good behaviour is a basic expectation at Leigh on Mendip, we do have a system to reward the positive behaviour of our children. These incentives and rewards may be acknowledged in the following ways:

- verbal praise from adults and peers when good behaviour is being demonstrated
- a written comment on a child's work
- public acknowledgement in our Celebration Assembly
- the award of certificates for demonstrating good learning or behaviour traits in Celebration Assembly
- being awarded a house point
- class award of 'marble in a jar' to collect for a class award
- curriculum/behaviour certificates given out at the end of the year

Sanctions (Non-visible, but noted in a class behaviour book)

A reminder will be given first, to give each child a chance to improve their behaviour, which will then be followed by:

Strike 1: name recorded in the class log and 5 minutes of time lost from the next break

Strike 2: name recorded in the class log and 15 minutes of break or lunchtime lost and this incident is emailed to parents. At this point, children with behaviour plans are offered time with an adult mentor to minimise escalation to Strike 3.

Strike 3: sent to the Head of School and parents are invited into school for a meeting with their child's teacher.

Strike 4: removed from their classroom with work to complete for the remainder of the school day.

Any three incidents of Strike 3/4 sanctions in any term will lead to a meeting with parents, their child, their child's teacher, Head of School and Executive Headteacher. At this point discussions around internal and external suspensions would be held.

Each class will keep their own record of sanctions given in a behaviour book, which will be handed to the Head of School or Executive Headteacher upon request.

Identified children may be issued with a Behaviour Support Plan - written by the teachers in consultation with the child and parent - will show adaptations to their day that is aimed to support them towards behaving in line with their peers. This may include, but is not limited to: movement breaks, adapted curriculum, access to an adult mentor within school, implementation of individual strategies recommended by outside agencies.

These children are still expected to follow the Golden Rules and the rewards and sanctions above will still apply to them.

Restraint

With regards to restraint this will always be in line with Department of Education Guidance. All classroom staff may use reasonable force to prevent pupils from hurting themselves, others, or damaging property. The guidance explains that the decision on whether or not to physically intervene is down to the professional judgement of the staff in any given situation and can be used only when:

- The circumstances of an incident warrant it
- The degree of force is in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

Breaktime and Lunchtime Procedures

Good behaviour is expected at all times of the school day. Children not meeting the expectations during lunchtimes, by not following the Golden Rules, will be asked to spend time out in a designated area and miss 10 minutes of their lunchtime to reflect on their actions. Breaktimes are expected to be a calm and enjoyable time.

The role of the adults

It is the responsibility of all adults to ensure that the Golden Rules, behaviour policy or any individual behaviour plans are applied consistently, and calmly in school.

The role of the Head of School and Executive Headteacher

It is the responsibility of the Head of School and the Executive Headteacher to implement the school behaviour policy, Golden Rules and any individual behaviour plans consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of School and Executive Headteacher to ensure the health, safety and welfare of all children in the school.

The Head of School or Executive 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 Head of School or Executive Headteacher keeps records of all reported serious incidents of misbehaviour to the Governing Body.

The Head of School or Executive Headteacher may decide, in consultation with the class teacher, to involve external agencies for children who are finding it hard to manage their behaviour. In these instances, parents will be consulted and permission sought before any meetings between the agencies and the pupil.

The role of parents

We try to build supportive dialogue between the home and the school, and we inform parents immediately if we have significant concerns about their child's welfare or behaviour. Should behaviour become more persistent, we will expect parents to have been already involved at an earlier stage and be supportive of the school's approach in helping the child to develop better behaviours. We aim to collaborate actively with parents, so that children receive consistent messages about how to behave at home and at school.

If parents have any concerns about the way their child has been treated, they need to contact the class teacher in the first instance. If the concern remains, they should contact the Head of School or Executive Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. Please see the MNSP Complaints Policy for further details.

The role of governors

The governors support the Head of School/Executive Headteacher in adhering to these guidelines. The Head of School/Executive Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head of School/Executive Headteacher about particular disciplinary issues. The Head of School/Executive Headteacher must take this into account when making decisions about matters of behaviour.

Monitoring and review

The Head of School/Executive Headteacher monitors the effectiveness of this policy on a regular basis. The Head of School/Executive Headteacher will also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The Head of School/Executive Headteacher records those incidents where a child is sent to him/her on account of their unacceptable behaviour. The Head of School/Executive Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. The Head of School/Executive Headteacher liaises with the MNSP and Somerset County Council regarding any suspensions or exclusions on a termly basis.

The policy will be reviewed on an annual basis. The policy may be reviewed earlier than this if the government introduces new regulations, or if there are specific recommendations on how the policy might be improved.

Conclusion

Everyone attending Leigh on Mendip School should be aiming for the highest standards of personal behaviour in and around the school. Our agreed guidelines will inform and support our efforts to maintain good behaviour, which will enhance the quality of the learning environment available to all children attending the school. This policy also acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Policy written and reviewed: January 2024

Policy review due: January 2025