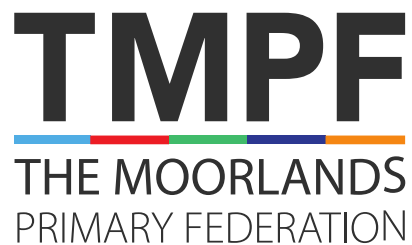


# TMPF Behaviour Policy 2024



**Date Reviewed:** March 2024  
**Next Review Date:** Spring 2025

## Introduction

The Moorlands Primary Federation comprises seven schools: Manifold C E Academy, The Valley Primary School, Great Wood Primary School, Dilhorne Endowed C. E. Primary School, Hollinsclough C E Academy, Bishop Rawle C. E. Primary School and St. Werburgh's C. E. Primary School. As a proud mixed Multi-Academy Trust (MAT) this policy is written for our Anglican and non-denominational schools. Therefore, all text in italics refers to our Anglican schools and all other text is for all our schools. Positive behaviour and responsible citizenship are to all aspects of life and with this in mind we endeavour to ensure that children develop positive, respectful behaviour both in and out of school. This policy represents our Trust's approach to promoting, establishing and maintaining positive behaviour.

## Rationale

This policy has been created based upon a whole-school approach. It is the formal statement of intent for behaviour and discipline and reflects the essential part that behaviour plays in the education of our pupils. The policy also shows how we, as a Trust, meet the legal requirements of the current Education Acts.

In accordance with the 1988 Education Reform Act, TMPF Schools seek to: "promote the spiritual, moral, cultural, mental and physical development of the pupils" and "prepare them for the opportunities, responsibilities and experiences of adult life."

*Our Church Schools share Christian values and beliefs, in close association with the Anglican tradition and practice of the Church of England, and lay the foundations of a 'Christian' education, "assisting children to achieve their intellectual, moral and spiritual potential in a caring Christian environment."*

## Our vision

At The Moorlands Primary Federation (TMPF), we believe that each person is special *and made in God's image*. We endeavour to operate as a family of people who care for and respect one another and to value everyone and encourage them to develop their gifts and talents fully. It is our belief that all people are of equal value. We believe that every child in school has the right to be taught without being interrupted or disturbed, and that all adults/teachers have the right to teach and work with children without having their authority or role undermined. We also believe that all children have a right to feel safe, secure, accepted and valued and will ensure that right wherever possible.

## Aims

- To provide equal opportunities for each member of our school family.
- To provide a safe, secure environment where children are encouraged, not discouraged; where mistakes are corrected and forgiven, and seen as opportunities for learning; where differences are respected; and where individuals take responsibility for their own actions.
- To nurture and encourage the development of a *Christian ethos of life*, community and society and prepare each pupil to become a responsible member of the community.
- To be a caring community, which fosters the British values of respect, honesty, truth and kindness, co-operation and tolerance.
- To foster a child's intellectual, physical, cultural, social, moral and *spiritual development and self-esteem* and enable and empower everybody to achieve his or her *God given potential*.
- To encourage personal responsibility and self-management skills.
- To strive to develop and maintain meaningful partnerships and mutual respect and trust between pupils, parents, staff, trustees and the community.
- To support effective teaching and learning.
- To ensure that every member of the school behaves with consideration and care for others and high standards of behaviour are maintained throughout the school.

## Objectives

- Children feel safe, secure and listened to.
- Children develop friendly, caring and considerate attitudes and a respectful polite manner.
- Children develop a sense of self-reliance, self-discipline, self-respect and sensitivity to other people around them and in the wider community.
- Children make appropriate choices and take responsibility for their own actions.
- An orderly community is maintained in which effective learning takes place.
- Children demonstrate an understanding of the feelings and viewpoints of others.
- Children understand that boundaries are there to help us all to function appropriately for the good of all, and to value and appreciate good behaviour.
- Children move around school safely and quietly, understanding why this is important.
- Children take care of the environment they live in and other people's property.

The involvement of both home and school in the implementation of this policy is important in encouraging the children to grow into responsible citizens, with understanding and care for one another, thus enabling them to live in harmony with others in the world around them.

## Strategies

To achieve our aims and desired outcomes, a number of strategies are employed:

- Effective classroom teaching.
- Rules which are set by the children and staff in collaboration. These rules and procedures make it clear to the children how they can achieve acceptable standards of behaviour.
- A Reward System which praises and celebrates the positive and good behaviour of individual pupils (school specific – see Appendix 1).
- A clear set of strategies and sanctions to deal with unacceptable/inappropriate behaviour.
- A system of Playground Leaders /friends. The Leaders help children who possibly are feeling unhappy, teach their peers to play games and encourage other children to play with them, play fairly, and to make friends. The Leaders are also there to listen to any concerns that the children may have (school specific).
- Each school has a School Council which has meetings at least termly, supervised by a member of staff. In this they share ideas and suggestions to help improve the school environment, learning, other areas of school life and ways to benefit their community. The staff discuss these ideas and offer support, but allow the council to lead certain projects so that pupils have ownership of new initiatives.
- Staff facilitate any pupil issues using restorative approaches that involve listening to all parties and allowing the children to make suggestions about how to solve problems. Staff use the school motto (where relevant) and school and class rules as a reference to allow children to recognise how the rules help us to avoid and solve problems. Staff may also refer to *worship/assembly themes, Christ's teachings and examples from the Bible* to enable children to understand their relevance to daily life. When dealing with incidents, all staff strive to be fair, using non-confrontational language and encourage pupils to take responsibility for their behaviour. They will listen to all parties involved and encourage pupils to find a fair solution. Where deemed necessary, parents and carers will be informed.
- Staff will share concerns and discuss strategies with each other and, where appropriate, seek advice and support in managing behaviour issues from colleagues and/or specialist outside agencies.

## **School Rules**

These vary from school-to-school and are developed alongside the School Council and/or Playground Leaders.

## **Lunchtimes**

Lunchtime supervisors will be on duty in the playground and in the dining hall. Lunchtime incidents may be reported to the child's class teacher and, if appropriate, Assistant School Leader and School Leader. Lunchtime staff use school reward but may also have extra rewards.

## **Rewards**

We base our approach to behaviour management upon a range of positive reinforcement, which is given regularly and publicly, as we believe that the encouragement of desirable behaviour is the most effective and positive means of behaviour modification.

It is our firm belief that children naturally respond to praise and encouragement and want to please their significant adults such as parents/carers/teachers. Praise creates a positive self-image in a child, not only helping them to feel good about themselves, but also empowering them with self-belief and confidence and encouraging them to treat others in a similar fashion. Rewards are most effective if they are specific and understood, follow immediately upon the desired behaviour, and if the child in question really does find the reward rewarding!

TMPF schools have systems of rewards such as team/house points or Dojos that can be used to congratulate children for behaviours as well as achievements (see appendix for individual school rewards). Individual teachers may also use extra rewards in class that are age appropriate.

Certificates and awards are also given and, in some cases, end-of-year rewards to give good behaviour a positive status.

## **Behaviour Support and Development**

At TMPF it is our first priority to help and support children and individuals in learning to manage their behaviour appropriately to the benefit of themselves and the community. To that end we build opportunities into the curriculum to teach the children about feelings, values, rules, responsibility and care for themselves and others. This is often through subjects such as PSHE (Personal, Social, Health and Emotional Studies) and RE; through *Collective Worship* and themed weeks and Circle Time sessions. In Circle Time, children are encouraged to develop class relationships, consider real life, relevant problems and discuss appropriate strategies of solving them in an age appropriate manner.

Teachers sometimes use specific learning materials with individuals, groups or the whole class to develop desired understanding and behaviours, e.g. 'SEAL' (Social and Emotional Aspects of Learning) NSPCC materials, Kick it Out and 'Tempersaurus'.

## **Special Educational Needs and Disabilities (SENDs)**

We understand that sometimes a child's special educational need can directly lead to behavioural difficulties. Our learning environment is therefore supportive of the development of children's confidence and self-esteem. Any specific issues are addressed in a personalised programme for the child within the child's individual learning programme (see TMPF Special Educational Needs Policy). If the child only experiences behavioural learning needs, a behaviour programme may be used.

## Sanctions

Occasionally a problem occurs. When this happens, children are asked about their perspective on the incident and adults listen and ensure that they have understood the sequence of events and the original starting point (often an accident or misunderstanding). There are times when a child may then incur a consequence for unacceptable behaviour. This is to allow the child to think about how to ensure that they do not repeat the behaviour, to think through positive alternatives and to help them to understand that there are consequences to unacceptable behaviour. The rationale for any sanction is behaviour modification.

If a notable incident occurs, the class teacher may speak to the child's parents/carers at the end of the day and a record of this behaviour may be retained in the pupil's file.

We make every effort to ensure that sanctions are applied calmly, fairly and consistently. Private reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive.

Important features of sanctions include:

- \* an opportunity to talk about their own perceptions and feelings and understand those of others;
- \* a focus upon the misbehaviour rather than the child e.g. "that was an unkind thing to do" rather than "you are a very unkind child;"
- \* a message about what the child should do in future;
- \* an opportunity for the child to help to 'fix' the situation including an apology;
- \* an emphasis on personal responsibility and ownership of one's own behaviour;
- \* timing as closely after the misconduct as possible;
- \* sanctions appropriate to the misbehaviour and age of the child;
- \* looking for the possibility of praise after the sanction, to encourage more positive behaviour.

Some sanctions used to support the child's learning about their behaviours are:

- \* missing a playtime (or part thereof), for example to complete work or because of problems on the playground/in class;
- \* not being permitted to represent the school at a sporting, performing arts or similar event;
- \* loss of privileges e.g. football at playtimes (this should not affect the child's right to full access to the curriculum);
- \* sitting away from the rest of the class for a short period;
- \* 'time out' in another classroom/ area with work to complete;
- \* referral to a senior teacher or in severe cases, direct referral to the Assistant/School Leader or Executive Principal;
- \* Senior teachers may sanction the child or may refer the issue to the School Leader or Executive Principal if warranted;
- \* contacting the child's parent/carer and inform them of the misdemeanour;
- \* writing an apology letter to someone who has been hurt or upset by the behaviour.

## Wider School Sanctions

- Children whose behaviour is consistently unacceptable will be referred to the School Leader, or Executive Principal who may discuss behaviour issues with the pupil's parent(s)/carer(s), and agree ways in which staff and parents/carers can work together with the pupil to help him/her/them manage acceptable standards of behaviour;
- Collaboration with parents/carers through open communication at the beginning or end of the school day, may be used, or the use of a Home/School Diary or equivalent. In this, daily brief accounts of behaviour are kept, with positive 'good news' shared wherever possible;
- With repeated misbehaviour, a behaviour log may be used where unacceptable behaviour is recorded with details of the trigger behaviour and consequence;

- Use of Behaviour Programmes, specialist external support such as an Educational Psychologist may be used. Parental support is sought in this case;
- Informal regular meetings/telephone conversations are sometimes held with parent(s)/carer(s) and pupils where appropriate, to share progress and discuss future strategies/ways to support the child;
- For a more severe incident, a suspension may be used. It may be necessary to suspend a child from school for short period of time, for example, two or three days. The Moorlands Primary Federation does not ordinarily sanction suspension periods of more than five days. This suspension depends upon the severity of the incident or if the offence is a repeat. Parents/carers will be notified by telephone or at the end of the school day in this event, and a letter from the School Leader/Executive Principal/CEO, confirming the time and reason for the exclusion, will follow within one school day (where possible). Examples of this unacceptable behaviour might be (but is not limited to):
  - ❖ *Physical assault against a pupil*
  - ❖ *Physical assault against an adult*
  - ❖ *Verbal abuse or threatening behaviour against a pupil*
  - ❖ *Verbal abuse or threatening behaviour against an adult*
  - ❖ *Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy*
  - ❖ *Bullying*
  - ❖ *Racist abuse*
  - ❖ *Abuse against sexual orientation or gender reassignment*
  - ❖ *Abuse relating to disability*

(source:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101498/Suspension\\_and\\_Permanent\\_Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units\\_in\\_England\\_including\\_pupil\\_movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf))

For further details, see appendix 2.

- Permanent Exclusion - a child may be permanently excluded for a single significant incident or where three suspensions have occurred in an academic year and behaviour has not improved. This decision is never taken lightly but is taken to ensure the safety of all pupils and staff. For a timetable on exclusion, see Appendix 2 and for further guidance see: <https://www.staffs-iass.org/Exclusions/Exclusions.aspx>

Permanent exclusions in The Moorlands Primary Federation are very rare. They are the last resort in behaviour management and where possible, be agreed with parents and carers that all alternative measures have been exhausted.

## **Behaviour Programmes**

If a child is struggling to comply with behavioural expectations, schools will initially speak to parents to elicit if there are any circumstances affecting the child. If appropriate, a Pastoral Support Programme is created. If inappropriate behaviour continues, the following steps are then taken:

### **STEP 1:**

If a staff member has concerns that a child's behaviour will not respond to classroom management, staff will consult one or more of the following: the School Welfare Coordinator, School Leader, Trust SENDs Leader, Executive Principal, or the Chief Executive Officer. They may advise adjustments to classroom management strategies and the situation is monitored further.

### **STEP 2:**

If the behaviour still causes problems, then a Senior Leader will observe the child in the class and/or on the playground and make further recommendations and the process for creating an Individual Behaviour Programme is started.

### **STEP 3:**

A meeting is held with the classroom teacher, a member of Senior Leadership, the child and the parent, whereby the problem is discussed with the child using questions such as:

“What sort of problem has been happening that get you into trouble?”

“What do you think causes them to happen?”

“How does this make you feel?”

The parent is encouraged to participate, sharing what they have noticed at home, or any patterns that they have observed. The child is reassured that sometimes people do struggle with behaviours just as some children struggle with maths or spellings but there are 'strategies' that can be learned to help. They are also reassured that they are not the only one to struggle with these things.

From this meeting, 3-5 specific behavioural targets are created with the child, strategies to support the development of the desired behaviour are agreed. Landmark achievements are set with appropriate home and school rewards. An appropriate way of measuring and communicating the achievement is also agreed such as a behavioural diary, a daily chart, a sticker chart etc.

### **STEP 4:**

The Behaviour Programme is then drawn up and shared with the parent. This outlines the specific targets, the behavioural supports and procedures, including key people who the child can refer to and any other programmes of behavioural intervention that may be accessed e.g. 'Tempersaurus' or 'SEAL'. All stakeholders should sign it and the school Welfare Coordinator is issued with a copy in order to ensure that it is regularly monitored.

### **STEP 5:**

The programme is then started. All adults that need to know are informed and the teacher monitors its effectiveness. Behaviour Programmes are reviewed by the school Welfare Coordinator/ Leadership team each half term and adjusted as required, ensuring that all stakeholders are kept fully informed / involved. If the behaviour does not improve then outside agencies may be approached for support or other 'wider sanctions' may be used.

## **Anger Management**

Occasionally, some children struggle to manage their feelings, particularly of anger. If this is the case, they are encouraged to develop an appropriate calming down strategy that allows them to regain control and safeguards themselves and others. This often involves finding an activity that the child feels calms them quickly and providing a safe, well supervised area to do so. The aim is to teach the child to recognise certain feelings and deal with them before responding, so that responses can be both appropriate and constructive. As soon as they calm sufficiently, they can talk to the supervising adult about the cause of their feelings.

## **Bullying**

It is important to understand what is meant by bullying. It is also important to differentiate bullying from unpleasant and antisocial behaviours. A single negative encounter with another child is not bullying.

We define bullying as:

- A social behaviour (sometimes involving groups);
- Repeated behaviour that can persist over time, not singular in occurrence;
- An imbalance of power between the 'bully' and the 'victim';
- Behaviour that meets the needs of the 'bully';
- Behaviour that causes harm to those who are powerless to stop it;
- Behaviour that can be verbal, physical and, or psychological;
- The victim possesses continuing fear, even when the bully is not present.

The Moorlands Primary Federation take a multi-step strategy when managing bullying which includes: supporting the victim; meeting with those involved and discussing the behaviour's negative impact and agreeing a course of action to change future behaviour.

## **Restrictive Physical Intervention**

Please see *TMPF Restrictive Physical Intervention Policy*.

Following the issue of guidance from the DfE and Ofsted's ('Positive environments where children can flourish' - March 2018), there are the very limited circumstances in which the use of restrictive physical intervention is appropriate:

- where a pupil's behaviour is at risk of causing injury to him/herself;
- where a pupil's behaviour is likely to cause injury to others (adults or children);
- where a pupil's behaviour is likely to cause serious risk of damage to property;
- where it is necessary to maintain good order and discipline.

## **Home/School Partnerships**

We give high priority to clear communication within the school and to a positive partnership with parents/carers, since these are crucial in promoting and maintaining high standards of behaviour. We acknowledge that in order to maintain high and consistent standards of behaviour, parents/carers, staff and pupils need to work together. See school-specific Home School Agreement.

Where the behaviour of a child is giving cause for concern, it is important that all those working in partnership with the child are aware of the concerns and strategies being employed. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Executive Principal and/or the School Leader so that appropriate strategies can be managed before more formal steps are required.



We believe that a positive partnership with parents is crucial to building trust and developing a common approach to behaviour, expectations and strategies for dealing with problems. We encourage parental/carer participation in many aspects of school life. This participation assists the development of positive relationships in which parents are able to support the school in dealing with difficult issues of unacceptable behaviour.

Any behaviour concerns will be communicated to parents/carers at an early stage, and there will be an opportunity to discuss the situation. Parental/carer support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents/carers.

If a child is Looked After, then all communications must also include the social worker with parental responsibility and the appropriate Virtual School.

### **Mobile phones/ tablets**

Any mobile phones (including tablets and portable devices which access the internet) are to be handed into the school office upon arrival and these will be collected by the pupil at the end of the school day (each school will have their own processes of how these are stored in the office).

Mobile phones and similar devices are not necessary in school, however, schools are mindful that some parents/carers wish for older children to carry these as they are walking to/from school or visiting other family members at the end of the school day. Schools and the Trust accept no responsibility for any loss of, or damage to pupils' mobile phones whether carried by pupils, staff, or when stored in school or on an educational visit/ school-related event. Should pupils bring a mobile phone into school/to a school-related event or trip, it is at the risk of parents/carers who accept responsibility for any loss or damage.

The Department for Education (DfE) advise that staff are able to confiscate mobile phones or similar devices as a disciplinary penalty.

Pupils on residential trips are not permitted take mobile phones.

Pupils on trips/events outside of the normal school day should not bring their phones, unless specifically stated in writing by the school that they are permitted (this will still remain at the risk of parents/carers). Should pupils be permitted to take their phones, there will restrictions of when and how these can be used. As a safeguarding control, should phones be allowed as above, pupils will not be permitted to access any social media, or the internet, or take photographs of other pupils or people.

Pupils not following this, may have their phones confiscated and/or not be permitted to bring them to school events/trips for future occasions.

The educational or cultural experience on a school trip must not be disrupted by the presence of pupils' mobile phones.

### **Equal Opportunities**

This policy applies to all staff and pupils within our school, regardless of age, gender, culture, sexual orientation, gender identity, religion or race.

## Appendix 1: School Specific Strategies

### Bishop Rawle CE Primary School

#### Motto and School Rules

The School motto at Bishop Rawle is 'Going for Gold with God'.

This motto encourages children and adults to strive to be the very best they can in all things whilst reminding them that as a Church School we believe that we have help, support and encouragement to do this through the Trinitarian God.

#### Rewards

##### General Classroom Awards:

Particularly good work and/or behaviour by a class, group or individual child is reinforced and rewarded by the School Leader, who praises the child(ren) verbally in celebration assemblies.

'Dojos' are earned individually and combined for Team points, the teams are linked to the MAT, named Team Trust, Team Mindful, Team Peace or Team Friendship. Each half term, the team with the most points will receive a reward for their efforts- an afternoon of an activity of their choice. These are points gained and stored by an individual as a personalised monster character on the class whiteboard. They can be awarded for appropriate learning behaviour, good work, completing homework, thoughtfulness or any other praiseworthy action. They are accrued during the week and the person in each class with the most dojos by Wednesday afternoon is given a certificate in Celebration Worship, the runner up also receives a certificate.

Each Class is given half an hour ever four weeks of **Golden Time**, where they are allowed extra play for good behaviour. A sanction used within class can be for a child to lose their Golden Time.

Each class teacher may also establish a reward system appropriate to the age range of the class as required.

##### Whole School Celebration Awards:

On Thursday afternoon, a 'Celebration Worship' is held in the school hall. The people with the most dojos for the week and the runners up are given their certificates during this worship time. Class awards of **Star of the Week** are also awarded by class teachers. All children in the class are given an opportunity to 'shine' throughout the year, boosting their self-esteem and reinforcing our school beliefs that everyone is special and good at something. Children may be involved in nomination of pupils for any awards as deemed appropriate by the teacher to enlist the use of peer praise.

All the names of award winning children are displayed for a week on a celebration board, Newsletter and certificates are sent home for parents to see.

Another positive weekly award is the **Good Manners** certificate. A pupil from each Key Stage is chosen for fantastic manners throughout all of the school day. This award can be nominated by any child or adult.

There is an **Attendance Award (Race for 5)** for the class that has the best weekly attendance and they receive a laminated star to place on the attendance display board in the hall. Once the class have collected 5 stars, the whole class enjoy a celebratory biscuits and juice afternoon.

**Harold the attendance Bear**, is given weekly to the class with the highest attendance, he joins the class and takes part in all of their activities. His week is recorded in a special 'Harold the Bear Book'.

Children's achievements outside of school are also celebrated in this assembly to boost self-esteem and emphasise that valuable talents and abilities can be developed in all sorts of ways.

### **Lunchtime Awards:**

At lunchtime, supervisors, where appropriate, engage in play with the children to encourage good relationships and award playtime with the special playground toys for good behaviour. Pupils are chosen on a daily basis to play with the special playground games.

### **Sanctions**

Within Key Stage 1, a 4 step warning system is employed:

1. 1<sup>st</sup> Warning
2. 2<sup>nd</sup> Warning
3. Removal of a dojo
4. Miss a small amount of playtime

Within Key Stage 2, a 3 step warning system is employed:

1. Warning
2. Removal of a dojo
3. Miss a small amount of playtime

On the yard, children are given a warning using a yellow card. Repeat of the behaviour leads to a red card being issued which constitutes time out of play.

# Dilhorne Endowed C.E. Primary School

## Motto and School Rules

The School motto at Dilhorne is: 'Growing in Faith and Learning'

This motto encourages children and adults to become strong as they grow in wisdom and to have God's blessing. We want the children to strive to be the very best they can in all things whilst reminding them that as a Church School we believe that we have help, support and encouragement to do this through the Trinitarian God.

## Rewards

### General Classroom Awards:

Particularly good work and/or behaviour by a class, group or individual child is reinforced and rewarded by the School Leader, who praises the child(ren) verbally and gives a "special sticker".

**Our 'TMPF Monkey'** is awarded weekly to reinforce the TMPF core values of **Trust, Mindfulness, Peace and Friendship**.

**'Team Points'** are earned individually. These are points gained by an individual and collected within each class in their house teams. They can be awarded for appropriate learning behaviour, good work, completing homework, thoughtfulness or any other praiseworthy action. They are accrued during the week and the team captains collate the scores weekly for the celebration worship.

### Whole School Celebration Awards:

On Friday morning, a 'Celebration Worship' is held in the school hall. At this time the school come together, along with parents if they wish to join us. Awards include: **Star of the Week, Learner of the Week, Sports Awards and MFL Awards**.

Children's achievements outside of school are also celebrated in this assembly to boost self-esteem and emphasise that valuable talents and abilities can be developed in all sorts of ways.

## Sanctions

Within class a 5 step warning system is employed called THINK.

1. First warning;
2. A second warning;
3. Move to another seat in the room (or receive a 'sad' face - Class 1);
4. If appropriate, 'time out' may be used;
5. Move to another class where appropriate – parents/carers informed.

**On the yard, children are given a warning using a yellow card. Repeat of the behaviour leads to a red card being issued which constitutes 'time out' of play.**

# Great Wood Primary School

## Aims and expectations

It is the primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all, promoting good relationships and well-being.

The school rewards good behaviour as it promotes an ethos of kindness and co-operation, embedding positive attitudes towards one another, both in school and the wider community.

## Rewards

We praise and reward children for good behaviour in a variety of ways.

- ❖ Verbal praise
- ❖ Written praise on work / stickers.
- ❖ Praise in front of the class / or show another member of staff.
- ❖ Pupils are in colour teams (red/blue/green/yellow) and merit points are awarded for a variety of reasons. Totals for each team are announced every half term in whole school assembly and are on display in the school hall. As the pupils earn more points they receive an award and prize at the end of the year, dependant on individual total:

Bronze Certificates and prize for 60 team points;

Silver Certificates and prize for 120 team points;

Gold Certificates and prize for 180 team points;

Platinum Certificates and prizes for 240 team points.

- ❖ At the end of the school year winning team is presented with a team trophy at the leavers' service.
- ❖ Dojos are used by some teachers, as are teacher specific reward systems
- ❖ Attendance Reward – Woody the Teddy Bear spends a week in the class with the best weekly attendance. The pupils can choose their reward e.g., extra playtime, laptop time, golden time, etc.
- ❖ Celebration assembly held every Friday.  
Merit Trophy and merit badge is handed out to one pupil per year group – The reasons for receiving award include positive social behaviour/ academic progress/ creative or physical achievements. A lunchtime supervisor and School Council certificate is also presented.  
Reception/KS1 classes operate a specific Golden Time system for children who have worked well all week, by which individual children can contribute to a class treat i.e. 15 minute activity they choose to do. E.g. playtime, use of computers, games.

## Sanctions

- ❖ Non-verbal warning.
- ❖ Verbal warning.
- ❖ Removal from working area/ thinking chair/ thinking time.
- ❖ Time out of classroom with a designated member of staff, 5 minutes calm down – if time is to be longer for other reasons, work needs to be taken with them to complete.
- ❖ See the School Leader to discuss possible involvement with outside support agencies as deemed necessary.
- ❖ Diaries kept- evidence for possible intervention of behaviour support. Class teachers are required to also keep a record of the events.

### Classroom Rules

A poster is displayed prominently – A3 size – in every classroom and also around the school. This gives details of the class rules that the pupils have agreed to abide by.

Reception/KS1 use a 'Cloud based system' with pupils being allocated a cloud depending on their attitude and behaviour.

## St. Werburgh's C.E. Primary School

Everyone at St. Werburgh's C.E. Primary School has a role to play in the creation and maintenance of positive behaviour. Staff, volunteers, Trustees, placements, pupils and parents all have an impact on behaviour and the culture of our lovely school.

### **Motto and School Rules**

'Love to learn, love God, love one another.'

The motto is an integral part of school life and is a prompt of how children can make their school, Parish, community and further afield a better place to be. The holistic nature of the motto is such that it acts as a reminder of behaviour for pupils and reflects our loving Christian ethos.

As part of The Moorlands Primary Federation, the school also share the values of:  
**Trust, Mindful, Peace and Friendship.**

### **Classroom Rules**

Each class establishes a set of rules with the children during the early part of the Autumn term which is reflective of the school motto.

### **Rewards**

#### **Reward Points**

Children are grouped into one of four teams upon joining St. Werburgh's C.E. Primary and endeavour to win 'reward points' for good work/ behaviour, for acts of kindness and responsibility, or for reflecting the school motto, or for other reasons determined by staff.

In addition to this the individual in each class with the most reward points at the end of each week will be rewarded with a small reward, these will be brought around to each class by the School Leader or an appointed member of staff.

### **Praise and Celebration**

A weekly Praise and Celebration worship/ assembly takes place. Within the weekly Praise and Celebration, a number of rewards are presented:

*Star of the Week:* Awarded by each class and will be decided by the class teacher or another staff member in the class teacher's absence. This award can be for individuals.

*Attendance Trophy:* For the class/es with the highest attendance for the week.

Additional rewards which may also be presented, include:

*Pen Licence:* Awarded to an individual who demonstrates a consistently high standard of cursive writing across all subjects.

### **Individual classes**

Each class may have a rewards system that runs alongside (not in place of) the school's reward point system. This may be designed to meet the specific needs and dynamics of each class.

## **Sanctions**

Within class a 5 step warning system is employed called THINK.

1. Warning
2. Second Warning
3. Missing a proportion of the next playtime
4. Move to another class
5. Parents/carers informed with a face to face meeting

Should a child reach step 4 the incident should be logged on my concern; this in turn will inform the School Leader of the behaviour. Further support will then be put into place if it is deemed necessary.



# The Valley Primary School

## Motto and School Rules

The School motto at The Valley is 'Learn to love, love to learn'.

This motto encourages children and adults to develop both a passion for learning and a passion to be the best human being we can by caring for ourselves and others.

The school rules are designed to be simple but represent all desirable behaviours in some form. In this way they can be understood and followed by the youngest of our pupils and can be explored in greater detail by our older pupils. The four rules are as follows:

**FUN** – we should all experience fun and enjoyment in all that we do

**SAFE** – being safe is paramount

**RESPECT** – respecting each other and our surroundings is a key part in developing a rounded individual

**TALK** – talking to others is a key method of learning and developing relationships

## Rewards

### General Classroom Awards:

Particularly good work and/or behaviour by a class, group or individual child is reinforced and rewarded by all staff through verbal praise and dojos. Teachers may also choose to write a message in home school/ reading diaries to celebrate achievements with parents/ carers.

'**Dojos**' are earned individually. These are points gained and stored by an individual as a personalised monster character on the class whiteboard. They can be awarded for appropriate learning behaviour, good work, completing homework, thoughtfulness or any other praiseworthy action. They are accrued during the week and the person in each class with the most dojos by Thursday afternoon is given a certificate in Celebration Worship. The runners up in each class are also given a certificate in celebration assembly.

### Whole School Celebration Awards:

Every Friday morning, the school comes together for a 'Celebration Assembly' in the school hall. Parents/ Carers and family members are encouraged to attend this assembly. During the assembly, children have the opportunity to share good work and celebrate success outside of school.

Class awards of **Star of the Week** are also awarded by class teachers. All children in the class are given an opportunity to 'shine' throughout the year, boosting their self-esteem and reinforcing our school beliefs that everyone is special and good at something. **Dojo winners and runners up** are also crowned and receive a certificate in front of the school.

There is an **Attendance Award** for the class that has the best fortnightly attendance and they receive a visit from 'Geraldine' the Giraffe, the children can work with her, or she can simply watch from afar the wonderful work being completed by the children. At the end of the term, the class with the highest overall attendance receives an extra 'treat' afternoon (i.e. extra playtime or forest school session).

## Sanctions

If a child displays negative behaviour, they are verbally warned about this and our behaviour system is then followed. All children will receive a verbal warning. If the child continues to display this behaviour,

a dojo will be removed. If this does not have an impact, children in Key Stage 1 will receive another warning, whereas children in Key Stage 2 will then miss a small amount of playtime decided by the class teacher. Children in Key Stage 1 who receive two warnings and a loss of dojo will then also miss a small amount of their playtime.

In the event of a more serious demean, Class One will be asked to sit on a thinking cushion for a short period of time (*approximately 1 minute for each year of their life*), in Class Two and Three the children will need to miss a proportion of their play time (*this will not affect their ability to have their snack/ lunch or go to the toilet*). Parents/ Carers will be informed if their child has been had to miss their playtime and/or sits on the thinking cushion.

All serious incidents will be reported to the School Leader who will then take any necessary next steps i.e. speak with parents/carers or seek advice from other professionals.

## **Aims and expectations**

- Be a school where all individuals are appreciated and valued always.
- Actively and relentlessly pursue the behaviour we do want by recognising and rewarding 'over and above' examples of it. Give first attention given to good behaviour.
- Promote a classroom climate where individual and shared achievement is celebrated and valued.
- Have clear expectations and core routines so that pupils feel certain and safe.
- Encourage listening, understanding and patience.
- Develop in children an understanding that their actions result in consequences.
- Foster positive relationships between members of the school community as an example of how people should live and work together.
- Have clear strategies to deal with anti-social behaviour but promote forgiveness and reconciliation.
- Encourage the children to develop personal responsibility for their actions and tolerance of the views of others.
- Identify pupils causing low-level disruption and tackle this to form a 'critical mass' of good behaviour in each class through private conversations and recognition of good behaviour.
- Identify individuals requiring targeted support for behaviour and provide intervention with kindness, commitment, patience and resilience.
- Ensure that self-discipline is taught well in the Early Years Foundation Stage, using the language of behaviour to keep pupils using their 'on task' behaviour.
- Share behaviour successes with home as all staff share 'positive notes' to encourage celebration at home.

## **Examples of rewards:**

Ultimately we want children to be satisfied with the inner sense of well-being that comes from presenting good behaviour. However, many children need interim steps towards this in the form of tangible rewards to recognise all forms of social and academic achievement.

## **Early Years Foundation Stage**

There are some slight variations in how the policy is applied to Foundation stage. The children respond best to immediate rewards and they are often rewarded on the spot for "good sitting" or "good listening".

### Rewards used include:

Verbal praise/ smile

Approving signs/acknowledgements

Stickers

Sending messages to parents via email, letter or text.

A phonecall home from the pupil

Weekly Head teacher's award

Star of the week

Spark to a Flame

Stickers/stars/stamps

Class rewards/tokens

Certificates

Sent to another teacher/headteacher with work

Written comments on work

Extra privileges

Displays in class

Opportunities to praise in assemblies

Handwriting and spelling awards

As part of our commitment to Learning behaviours- some awards will be given for these.

Experience type rewards such as; tea and cake with the Headteacher, fast track ticket for lunch, extra playtime etc.

Pupils work to gain house points for their house team.

## Order of sanctions

### The purpose of a sanction is:

- To ensure that children understand when their behaviour has been unacceptable
- To show that action has been taken where another child, or children, has been hurt or upset as the result of another child's behaviour

Whatever the sanction issued the behaviour will be discussed with the child so that they understand why the behaviour is acceptable. Staff should not punish the whole group unless this is unavoidable or appropriate.

It is essential that the sanction be proportional to the behaviour.

### When unacceptable behaviour is noticed by a member of staff:

1. A non-verbal prompt should be used or a quick reminder of the rules.
2. CAUTION – A clear verbal 30 second caution delivered privately (where possible). Asking the pupil to think carefully about their next step.
3. LAST CHANCE – Give the pupil a final opportunity to make a positive choice. A pre-determined script to be used by the member of staff. A reminder of sanctions to stay behind 2 minutes after class or complete work at home will be given.
4. TIME OUT and REPAIR (40 mins max) – Pupil moves to the calm down area in the classroom or behaviour recovery area in the school with a Learning Support Assistant, depending on the context. This prevents the disruption to the learning of others. During this time a restorative conversation should take place or work on emotional intelligence, where the pupil decides what the next steps should be to repair the behaviour. Staying behind for a short time after lesson can be used or pupils can pay back learning at home.

If the behaviour occurs at break time or lunchtime, the pupil should have time out with the member of staff on duty, or for more serious incidents inside the school.

A more serious misdemeanour is one showing a lack of respect for school staff or where another child or member of staff has been hurt or when a pupil has been in behaviour recovery for over 40 mins and has not calmed. These incidents require the pupil to be taken to the Headteacher or senior member of staff and an incident form to be completed. The Headteacher will then make contact with pupil's parents and a letter will be sent home. If a child moves out of the classroom, a form is filled in for the pupil's behaviour records.

## Aims and expectations

It is one of our primary aims that every member of our school community should feel safe, secure, valued and respected, and that each person will be treated fairly. We aim to be happy, calm and purposeful, to develop Christian values and foster a respect for other people and beliefs, and for our environment. We believe that embedding an ethos of good behaviour, hard work and positive choices and attitudes will help develop an ethos of kindness, care and co-operation.

## Rewards

The school rewards good behaviour as it provides an environment where children can learn and thrive. We praise and reward children for good behaviour in a variety of ways.

- ❖ Verbal praise.
- ❖ Written praise on work.
- ❖ Praise in front of the class / or show another member of staff.
- ❖ Achievement assembly is held each Thursday, where class Stars of the Week are congratulated and awarded a certificate.
- ❖ Pupils are in Houses (Churnet/Dove/Manifold/Wye) and Dojo points are awarded for a variety of reasons. Totals for each House are announced every half term in whole school achievement assembly and the children in the House with the most Dojo points each earn a prize from the prize box.

## Sanctions

The consequences are class-specific and are as follows:

Hedgehogs class (Early Years):

- ❖ Verbal warning.
- ❖ Reflection time
- ❖ Speak to parents

Badgers class (year 1-3)

- ❖ Verbal warning.
- ❖ Move in class.
- ❖ Move to another class to finish work.
- ❖ Completion of work during part of playtime or at home.
- ❖ Speak to parents (behaviour logged).
- ❖ Behaviour plan developed.

Foxes class (year 4-6)

- ❖ Verbal warning.
- ❖ Move in class.
- ❖ Move to another class to finish work.
- ❖ Time during playtime to reflect and discuss with class teacher.
- ❖ Completion of work during part of playtime or at home.
- ❖ Speak to parents (behaviour logged).
- ❖ Behaviour plan developed.

## Classroom Rules

Our class rules are displayed in classes and are regularly discussed with the children; at the start of each academic year, we review them with the children to make sure we all agree they are good rules to have to help our school to be the best it can be.

## Appendix 2

### Exclusion Timetable

**For additional guidance see: DfE document: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Guidance for maintained schools, academies and pupil referral units in England. September 2022**

#### TIMETABLE TO REVIEW EXCLUSIONS

The government supports Senior Leaders in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

#### Informing the Trust Board and LA

**The CEO/ Executive Principal/School Leader must inform parents/carers an appropriate representative of the Trust Board and the Local Authority without delay, of:**

- (a) permanent exclusions;
- (b) suspensions of any duration
- (c) suspensions or permanent exclusions which would result in the pupil missing a public examination.

if a pupil has a social worker, or if a pupil is looked-after, the CEO/Executive Principal must, also without delay after their decision, notify the social worker and/or Virtual School Headteacher, as applicable.

#### Suspension

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. The Moorlands Primary Federation does not ordinarily sanction suspension periods of more than five days.

- The school must set work to be completed at home by the pupil;

#### Fixed period suspension of 5 days or less

- If representations are received, the Trust Board must consider them but are not required to meet and cannot direct re-instatement;
- The government guidance gives no indication as to when this meeting should take place, but advises that the Trust Board should respond promptly to any request from the parents/carers;
- Update pupil's information on Arbor or Scholar Pack. Copy of letter to parents/carers placed on pupil's file;

#### Permanent Exclusion

The school must set and give feedback on work to be completed at home by the pupil for the first five days.

- Exclusion notification form should be completed and emailed to your District Inclusion Officer together with a copy of the exclusion letter to parents;
- The Trust Board must meet within 15 school days of receiving notice of the exclusion and must decide whether or not to uphold the exclusion;
- Parents and the Local Authority (LA) must be invited to the meeting. Meeting must take place even if parents do not wish to attend;
- Taking into account pupil's age and understanding, he/she/they should be enabled and encouraged to attend;

- The Trust Board can uphold or overturn the exclusion;
- Following the meeting the Trust Board must inform the parents/carers and LA without delay of its decision in writing, stating the reasons. Update MIS.
- Where the Trust Board uphold a permanent exclusion, the parents have the right to ask for the decision to be reviewed by an independent review panel.

**\* Local Authority is not required to be invited to this meeting if school is an Academy**

**NB: If any exclusion would cause the pupil to miss a public examination, the school should consult with the Education Service, in order to explore possible alternatives.**

## Appendix 3: Suspension model letter

### To be copied onto school letterhead

Dear XXX

#### Re: Pupil Name

I am writing to inform you of my decision to suspend XXXX for a fixed period of **XXX day(s)**. This means XXX will not be allowed in school for this period. The suspension is for XXX. XX should return to school on XXX.

I realise that this suspension may be upsetting for XXX, you and your family, but the decision has not been taken lightly. XXX has been suspended for this period as XX (state reasons for the suspension here).

*If the child has received a previous suspension, it should be referred in the subsequent letter, see below.*

*I must also inform you that this is XX's second suspension this academic year, the previous being on XXX. The Moorlands Primary Federation's Behaviour Policy stating, 'A child may be permanently excluded for a single significant incident or where three suspensions have occurred in an academic year and behaviour has not improved. This decision is never taken lightly but is taken to ensure the safety of all pupils and staff. Please see The Moorlands Primary Federation Behaviour Policy: [website link](#)*

You have a duty to ensure that XXX is not present in a public place in school hours during this exclusion unless there is reasonable justification for this. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if XXX is present in a public place during school hours on the specified dates. It will be for you to show reasonable justification.

We will set work for during this exclusion and would ask you to ensure that the work is completed and returned to school for marking.

You have the right to make representations about this suspension to the TMPF Trustees. If you wish to make representations please contact XXXX on 01538 702355 or [XXXXX](#) as soon as possible. Whilst the TMPF Trustees are not required to meet and has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

At the meeting you have the right to be accompanied by a friend or representative.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal <http://www.justice.gov.uk/tribunals/send/appeals> Making a claim would not affect your right to make representations to the governing body/PRU management committee.

You have the right to see and have a copy of your child's school record. I will be happy to supply you with a copy if you request it but due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy.

For your information the following sources of advice are available to you.

- Coram Children's Legal Centre. They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0300 330 5485 or at <http://childlawadvice.org.uk/>
- ACE Education provides information on law and guidance covering state funded education for children aged 5 to 16 years in England only. can be contacted on 03000 115 142 Monday to Wednesday from 10am to 1pm during term time or for more information visit <http://www.ace-ed.org.uk>
- Staffordshire SEND Family Partnership Service (formerly known as the Parent Partnership Service) provides information advice and support to parents and carers of children and young people with special educational needs and disabilities. This may include those children with behaviour difficulties as well as those



who are at risk of or have been excluded from school. They can be contacted on 01785 356921, email to [sfps@staffordshire.gov.uk](mailto:sfps@staffordshire.gov.uk) or visit the website for more information [www.staffordshire.gov.uk/sfps](http://www.staffordshire.gov.uk/sfps)

- Statutory guidance on exclusion can be found here:  
<https://www.gov.uk/government/publications/school-exclusion>

XXX's exclusion is for XXX day(s) only, we expect XXX to be back in school between 08:45 and 09:15 on XXXX. Upon arrival, XXX (School Leader and/or class teacher) would like a short meeting with yourselves.

Yours sincerely

XXXX

## Appendix 4: Permanent exclusion model letter

Dear **[parent's name]**

**[child's name]** **[date of birth]**

I regret to inform you of my decision to permanently exclude **[child's name]** with effect from **[date]**. This means that **[child's name]** will not be allowed in **[this school]** unless reinstated by the Trust Board/the discipline committee or by the recommendation of a review panel.

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude **[child's name]** has not been taken lightly. **[child's name]** has been excluded because **[reasons for the exclusion — include any other relevant previous history]**.

You have a duty to ensure that your child is not present in a public place in school hours during the first five school days of this exclusion, that is on **[specify dates]** unless there is reasonable justification for this. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. It will be for you to show that there is reasonable justification.

Alternative arrangements for **[child's name]**'s education to continue will be made. For the first five school days of the exclusion we will set work for **[child's name]** and would ask you to ensure this work is completed and returned promptly to school for marking. From the sixth school day of the exclusion onwards — i.e. from **[specify the date]** the local authority **[give the name of the authority]** will provide suitable full-time education.

**[Where pupil lives in a local authority other than the excluding school's local authority]** I have also today informed **[name of officer]** at **[name of local authority]** of your child's exclusion and they will be in touch with you about arrangements for **[his/her/their]** education from the sixth school day of exclusion. You can contact them at **[give contact details]**.

You have the right to make representations about this decision to the **[Trust Board/appeals committee]** and ask them to reinstate your child. As this is a permanent exclusion the **[Trust Board/Appeals committee]** must meet to consider it. The **[Trust Board/Appeals Committee]** have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case you may ask for the decision to be reviewed by an Independent Review Panel. The latest date by which the **[Trust Board/Appeals Committee]** must meet is **[specify the date — the 15th school day after the date on which the Trust Board/Appeals Committee was notified of the exclusion]**. If you wish to make representations to the **[Trust Board/Appeals Committee]** please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the **[Trust Board/Appeals Committee]** of the time, date and location of the meeting.

At the meeting you have the right to be accompanied by a friend or representative. Taking into account your child's age and understanding, **[he/she/they]** may also attend the meeting to speak on **[his/her/their]** own behalf and is entitled to bring a friend. Alternatively, your child may wish to communicate **[his/her/their]** views by other means.

Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal <http://www.justice.gov.uk/tribunals/send/appeals> Making a claim would not affect your right to make representations to the governing body/PRU management committee.

You have the right to see and have a copy of your child's school record. I will be happy to supply you with a copy if you request it but due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy. There may be a charge for photocopying.

For your information the following sources of advice are available to you.

- District Inclusion Officer [sendinclusionmoorlands@staffordshire.gov.uk](mailto:sendinclusionmoorlands@staffordshire.gov.uk)
- You may also find it useful to contact the Coram Children's Legal Centre. They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0300 330 5485 or at <http://childlawadvice.org.uk/>
- ACE Education provides information on law and guidance covering state funded education for children aged 5 to 16 years in England only. can be contacted on 03000 115 142 Monday to Wednesday from 10am to 1pm during term time or for more information visit <http://www.ace-ed.org.uk>
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- Statutory guidance on exclusion can be found here: <https://www.gov.uk/government/publications/school-exclusion>

Yours sincerely

cc. Clerk to governors' committee **(or clerk to PRU management committee)**

District Inclusion Officer

Child's school file