



Molehill Primary Academy

Behaviour Policy

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Revision Log (last 6 changes)

Date	Version No	Brief detail of change
Sept 2018	4.0	Reviewed and Reformatted existing for Staff Portal
Sept 2019	5.0	Reviewed and Reformatted existing for Staff Portal
Sept 2020	6.0	Reviewed and Reformatted existing for Staff Portal
Sept 2021	7.0	Reviewed and Reformatted existing for Staff Portal
Sept 2022	8.0	Reviewed and Reformatted existing for Staff Portal
September 2023	9.0	Updated in line with new guidance. Reviewed and reformatted.

Aims and expectations

It is the aim of our Academy that every member of the community feels valued and respected, and that each person is treated fairly and is well behaved. We are a caring community, whose values are built on mutual trust and respect for all. The Academy behaviour policy is therefore designed to support the way in which all Stakeholders can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

We encourage:

- Pupils, parents and teachers to co-operate with each other to create a happy, secure learning community.
- Pupils to take responsibility for their work, behaviour and belongings.
- Pupils to respect others and work and play together in harmony.
- Pupils and adults to be polite, honest and trust each other.
- Pupils and adults to respect school property and the property of others.

Academy Expectations:

Expectations will be shared with all pupils and opportunities to discuss them will be provided during PSHE lessons and other appropriate times in the academic calendar.

We expect:

- All members of the academy community will care for, and take a pride in the physical environment of the school
- Pupils will be well behaved, well-mannered and attentive.
- All Pupils will be polite to their fellow pupils, adults and visitors to the school. ● Pupils will move around the building in a safe and sensible manner.
- Pupils should show respect for others and their property by refraining from interfering in any way.
- Pupils take responsibility for their own actions and behaviour.
- No child or adult will take part in offensive or abusive language that involves swearing, and/or insults about race, gender, sexual orientation or disability.
- Pupils will be punctual and have the correct equipment with them for that day. ● Sharp or dangerous objects are not to be brought into school.
- Mobile telephones are only allowed in school if a parent has requested permission for their child to walk home on their own and this request has been granted by the school. These must be handed to staff at the start of the day and will be stored safely until they are returned at the end of the school day provided that they are clearly named. Items are left entirely at the owner's risk; the school accepts no responsibility for loss or damage.
- Pupils should wear the correct school uniform

We do not expect or tolerate the following

- Aggressive or anti-social behaviour, including biting, scratching and fighting (including pretend fighting)
- Offensive language, including swearing, racist / sexist insults and name calling
- Bullying in any form
- Insolence, rudeness, defiance or refusal to co-operate with instructions given by an adult
- Stealing or dishonesty

All staff will recognise that mutual support is essential to ensure the smooth running of the Academy. Teachers are not expected to deal with difficult situations on their own and can expect to give and receive support when needed.

Possible Strategies

- To ensure the Behaviour Policy is known, supported and followed by the whole school community, which includes parents, school staff and governors.
 - To ensure pupils understand that it is the behaviour that is unacceptable and not the child.
 - Model and teach moral values and attitudes as well as knowledge and skills to promote responsible behaviours, self-discipline, self-respect and respect for other people and property.
 - To encourage and recognise effort in both work and behaviour, through praise and rewards.
- To involve parents and carers in early consultation to discuss problems and actions.

Encouragement and Rewards

Encouragement is given at all times to all pupils, by teaching and non-teaching staff, to help pupils to attain these standards. Pupils are also encouraged to value the efforts of their peers, and rewards are given in recognition of achievement in all areas of school life.

Rewards include:

1. Praise and positive encouragement from adults.
2. Praise from other pupils in the class or group.
3. The setting of appropriate personal goals to improve self-esteem and targets to improve the standard of work.

4. Certificates for effort and achievement.
5. Learning points.
6. Notes home.
7. Whole class rewards, for example Secret Pupil
8. Celebration of achievements in assemblies.

Sanctions

When a pupil is unwilling to work towards the code of expected behaviour, sanctions are applied. These will be appropriate both to the capabilities of the individual pupil and also to the need for safeguarding the rights of other pupils.

Available strategies include:

The Good Behaviour Frogs – ‘It’s Good To Be Green’

- All pupils start “on a green frog card” and it is the school’s aim to enable them to remain there. A clear first warning will be used with reference to the Academy Expectations.
- If the first warning is not effective, the warning card will be displayed against the pupil’s name. The member of staff will remind the pupil on how they could correct their behaviour thus giving opportunity and sufficient time which may vary for the pupil to correct their behaviour and the green frog card will replace the warning card.
- If their behaviour does not improve, the pupil will be given a red consequence card. Once a red consequence card is issued further sanctions will be applied. These could include:
 - Reprimand by the Vice Principal/Principal
 - Removal of social time
 - Removal from the classroom to work with a senior member of staff

Additional Support for Pupils may include:

- a) The class teacher may consult the Principal/Vice Principal/Inclusion Manager and/or pupil’s parents as to possible factors that contribute to poor behaviour.
- b) An individual Behaviour Modification programme is discussed with the Inclusion Manager and possibly the Specialist Teaching Service and the appropriate procedures are followed.
- c) The pupil is withdrawn from the classroom for short periods of help and counselling on an individual programme.

Continuing Serious Infringement (Full documentation required)

- a) The Teacher, Principal will have further consultation with the pupil's parents and appropriate Outside Agencies as needed.
- b) The pupil is isolated away from the classroom under supervision (internal isolation).
- c) The pupil is temporarily suspended from school for a longer period (the Governors are consulted).
- d) The Principal and the Governors exclude the pupil permanently from the school. The Area Education Office is informed and this is agreed by the appropriate members of the Trust Executive Team.

A serious breach of the expected behaviour, where another pupil's (or adult's) safety is endangered, will result in the immediate application of the stronger measures which is likely to result in a permanent exclusion.

Formal Steps to Avoid Suspension and Exclusion

Whenever possible we strive to avoid the use of suspension and exclusion as a sanction for inappropriate behaviour. We have therefore devised a hierarchy of sanctions, where a suspension is only used after the implementation of alternative strategies. In most cases, pupils respond positively well in advance of the suspension stage. The Academy involves parents as partners in finding ways of helping their child to be a full and useful member of the 'community'. Knowing that the academy and parents are working together is a powerful tool in helping a pupil to become responsible for his/her own behaviour.

Liaison with Parents

Parents will be kept informed about their child's behaviour by the Class Teacher, either by letter, verbal communication or telephone. If it is considered useful or appropriate to monitor behaviour on a regular basis, a Home/Academy Contact Book or report may be used. This can be written in either daily, or weekly, as considered appropriate, by both class teacher and parents. This in itself can be a useful tool for improving behaviour when a pupil recognises that all adults are working together.

Monitoring

All staff, both teaching and non-teaching will continually monitor behaviour throughout the Academy.

The policy will be reviewed on an annual basis and agreed changes will then be incorporated as necessary.

Special Circumstances

Some pupils may have such serious problems that the above measures are inappropriate; in these circumstances advice is sought and appropriate action taken from relevant support services. However, this in itself is not an acceptable excuse to disregard the academy's expectations.

Home/School Agreement

This behaviour plan is supported by a home/academy agreement signed by all parents, pupils and staff.

Equal Opportunities/Inclusion Statement

This policy is written to take account of the needs and responsibilities of all pupils regardless of ability, gender, class or ethnic background and is implicit in all our teaching about values and attitudes.

Lunchtimes

Playground Behaviour

Expectation of correct behaviour is the same at these times.

Support staff will be kept informed of any special arrangements for individual Pupils (by the Class Teacher or other appropriate Senior Staff).

Support staff will use praise and positive encouragement to reward and promote good behaviour. When a pupil is misbehaving in a minor way they should stay beside the adult for an appropriate short period of time. If bad behaviour continues or the offence is more serious, the member of staff will instruct the pupil to report to the Duty member of staff or the Principal/Executive Principal or a named senior member of staff. This may result in the pupil's remaining social time being removed.

If a pupil continues to behave inappropriately at lunchtimes the class teacher may choose to contact the pupil's parents/carer to discuss the matter further.

If behaviour does not improve, temporary/permanent lunchtime exclusion will be given.

How Parents Can Help Their Child Resolve Difficulties

We encourage parents to tell their child to seek assistance from a teacher or adult immediately if they have difficulties they cannot resolve independently, e.g. if they have been hurt or upset by anyone. If they are unable to resolve their conflicts an adult will help them. If parents are aware that a problem has not been resolved, they are advised to make an appointment to discuss this with their child's teacher.

We remind a parent that no matter how upset they may be the most effective way of dealing with a concern is to report the matter to the Academy and discuss it with us. We also emphasise that we do not tolerate parents shouting at or abusing any member of staff and under such circumstances will always exercise our right to ask the parent concerned to leave the premises until a calmer discussion can take place.

We are committed to resolving all concerns to satisfaction. We all have to be realistic, however, and on some occasions this may take time.