



**MURDISHAW WEST
COMMUNITY
PRIMARY SCHOOL**

BEHAVIOUR POLICY
Autumn 2024

Policy Title	BEHAVIOUR
School/HBC	School
Written by	J Phillips/V Edwards
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Signed by Chair of Governors	D Cox
Date	
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At Murdishaw West Community Primary School we work together to..... Collaborate, Achieve, Respect and Enjoy. At Murdishaw West, we CARE.

Purpose

Statement of Intent

Murdishaw West Community Primary School promotes an environment where all feel safe, valued, happy and secure and where everyone treats each other with courtesy, respect and tolerance where children can learn free from disruption. We believe it is important to encourage children, adults and staff to behave in a caring, co-operative and self-disciplined manner. We expect all members of our school to develop a clear sense of what is right and wrong and care for themselves, others and their environment. We believe that it is the duty of every adult to help to create pupils who are in the habit of self-restraint and self-regulation. Good behaviour is not merely the absence of poor behaviour but involves pupils flourishing as learners and as human beings.

We believe that praise and positive reinforcement are the most important elements of behaviour management and children who display appropriate behaviours must be encouraged and rewarded. Children need to know when they have been successful as this leads to a positive outlook and improved self-esteem, which in turn leads to improved behaviour. As such, children are consistently taught the rules and routines they are expected to follow, and every opportunity is taken to positively reinforce these.

Absolute consistency, clarity and social norms are key to any good behaviour policy. Therefore, we never overlook or fail to act when rules or routines are broken, no matter how time pressured things are.

Aims

To provide:

- A behaviour culture that reflects Murdishaw West's guiding principles and core values and that is embedded and enacted in everything we do.
- Strong school leadership, where leaders are highly visible and ambitious goals are set.
- A positive, fair and consistent approach with attention to detail.
- Well established, universally known and well-articulated protocols that are easy to understand and implement.
- Well communicated expectations around praise and positive reinforcement.

- A detailed graduated behaviour curriculum.
- Expectations around the development of effective partnerships with parents and the wider community.
- Engaged staff who receive high quality support and training.

Monitoring and Review

- This behaviour policy and the associated protocols will be reviewed by the Headteacher, Behaviour Lead and the Full Governing Committee annually.
- Application of the policy will be monitored by the SLT and others within routine school self- evaluation activities.
- The Behaviour Expectations and Curriculum will be kept under constant review and updated as required.
- Termly survey data from all stakeholders will be considered.

Leadership and Management

Organisation and facilities

Everything we do is carefully planned and structured to give children every opportunity to behave well and succeed. This includes all elements of our education strategy the timetable, the layout of the classroom and shared spaces, exit and entry points, flexible staffing structures, CPD, curriculum and pedagogy.

Governance

The Governing Body is responsible for a statement of behaviour principles and for holding the Headteacher to account for their implementation. The behaviour link governor is.....

Local Governing Committee Statement of Behaviour Principles

- Under Section 88 (1) of the Education and Inspections Act 2006 and in line with the DFE 'Behaviour and Discipline in Schools - Guidance for governing bodies', we ensure good behaviour and discipline on the part of pupils are pursued by the school.
- Under section 149 of the Equality Act 2010 we aim to eliminate discrimination.
- Under Section 175 of the Education Act 2002 we have due regard to ensuring we promote the safeguarding and welfare of children.
- We require the school to have due regard to the DFE guidance 'Searching, screening and confiscation' January 2018.
- We require the school to have due regard to the DFE guidance 'Use of reasonable force' July 2013.
- We require the Headteacher to outline the school's response to negative behaviour that occurs beyond the school gate.
- We require the Headteacher to apply the policies in the case of staff accused of misconduct.

- We expect the school to be proactive in working with other agencies, particularly for pupils who display continuous disruptive behaviour.

Head Teacher and Senior Leaders

The Headteacher has overall responsibility for ensuring the safety and well-being of all pupils and adults. Senior Leaders monitor behaviour to support CPD and ensure this curriculum is consistently being taught. In addition, the team are visible to our families on the school gate at the start of the day..

Parents

The role of parents is crucial in helping to maintain good behaviour. We encourage all of our parents to know and reinforce the behaviour policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise that directly with their child's class teacher so that we may continue to work in partnership with them.

Systems and Norms

Within our systems and norms we have 3 critical documents. These include our:

1. Golden Rules & Values
2. Behaviour Curriculum
3. Rewards & Sanctions

These cover clear structures around rules, routines and consequence systems

Golden Rules & Core Values

Our Golden Rules & Core Values reflect the guiding principles and the core values of Murdishaw West. It conveys the school's expectations and understanding for children, staff, and visitors. It is highly visible throughout the school, constantly referred to and explicitly taught:

1. We are polite and respectful at all times.
2. We keep hands and feet to ourselves.
3. We listen when others are talking.
4. We treat other people's property with respect.
5. When we are inside, we use indoor voices and walking feet.

Our whole school values are: Collaborate Achieve Respect Enjoy

We work with parents/carers to foster good relationships between the school and home through good communication. This includes the policy and protocols being clearly accessible on the school website and constantly referred to during all parent meetings. We ask our parents/carers to know the school's Golden Rules and values and support their children in following them. We share our high expectations around routines, attendance, time keeping, uniform, homework etc. and work together to achieve the best possible outcomes for children.

We proactively work with other agencies as soon as we become aware of any issues, and we support families together in a range of ways e.g. Early Help, referrals to iCart etc.

Behaviour Curriculum

Our Behaviour Curriculum covers what we expect the children to do. We have generated a document which covers what the children should do within school. This also includes specific routines to explain what should happen when at different points throughout the school week.

Lesson routines relate to the different routines within a particular subject, particularly those that require the children to move to an alternate room within the building or to use varying pieces of equipment. These can be found within our Behaviour Curriculum.

Rewards and Sanctions

At Murdishaw West, we acknowledge all efforts and achievements of children, both in and out of school. We praise and reward children for good behaviour in a variety of ways. This is scaffolded by consistent class norms focusing on explicitly positive learning and social behaviours.

The school employs a number of sanctions to enforce our rules and to ensure a safe and positive learning environment. Sanctions are applied appropriately to each individual situation, with a graduated response (see Behaviour Curriculum) to promote positive behaviour using a range of sanctions.

We believe that praise and positive reinforcement are more effective than sanctions. Outstanding behaviour is expected at all times, held in high regard by all and constantly promoted and rewarded.

Suspension and Permanent Exclusion

As a tolerant, supportive learning community suspension and permanent exclusion will only be used as a last resort and will only be used in line with current DfE guidance. The school does not wish to suspend or permanently exclude any child, but recognises that sometimes this may be necessary.

The Headteacher is the only person who can suspend and permanently exclude a child. When a child is at risk of suspension or permanent exclusion, we follow the DfE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England'.

Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force, as permitted by law. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, from causing disorder or committing a criminal offence. It is only used when all possible options have been exhausted. As with rewards, sanctions, reasonable force is used consistently, proportionally and reasonably, by staff, in line with this policy, taking into account children with SEND and the bespoke needs of vulnerable

children.

Staff are trained in the use of reasonable force (Team Teach) and if a child's risk assessment identifies deployment of this approach, Team Teach techniques will be deployed. However, all adults have the power to physically intervene to control or restrain a pupil, if in their professional judgment this is required to prevent pupils from hurting themselves or others, from damaging property or causing disorder.

Banned Items

The Headteacher and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include, knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, e-cigarettes/vapes, fireworks, pornographic images, any article that could reasonably be considered likely to be used to commit a criminal offence, cause injury, damage property or has been banned by the school.

School staff can confiscate any prohibited item found as a result of the search. School staff can also confiscate any item they consider harmful or detrimental to school discipline. School will not be liable for any items that are lost following confiscation; all items are brought into school at parent's risk.

Discipline Beyond the School Gate

The school reserves the right to discipline pupils for incidents that occur outside of school in line with our rules and values and exclusions.

This includes incidents that may occur online.

The Headteacher may notify the police if the behaviour is considered anti-social, criminal or poses a serious threat to another person.

The school will always consider whether this behaviour could be linked to an unmet need and follow the safeguarding policy.

Pupil Support System

We respect the rights of all children within our setting and recognise that when a child is involved in an incident, either as the victim or perpetrator, we must have a support system in place for them. The SENDCo & class teacher make a risk assessment which identifies the support required, e.g. anger management, conflict resolution etc. and who will deliver this. Impact is carefully monitored.

Careful data management and tracking allows for early identification of pupils at risk of failing and preventative measures are put in place. Ongoing monitoring allows for impact to be assessed and strategies adjusted as needed.

Record Keeping and Data Analysis

We use CPOMS systems to record behaviour and safeguarding concerns. This allows the timely sharing of information, a joined-up approach and early identification of any issues. It also enables data to be robustly and purposefully integrated. Staff are all trained as part of our CPD offer. The Headteacher & SLT analyses the data to ascertain patterns and to not only prevent further occurrences of negative behaviour, but to also ensure effective support is given at the earliest opportunity.

Reasonable Adjustments (see SEND Policy and SEND Information Report)

As an inclusive school, all pupils, staff and visitors should be free from any form of discrimination. The school recognises its legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs, and Para 7 of Schedule 1 Education Regulations 2010, to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach may be adjusted to cater to the needs of the pupil. A multi-agency assessment will be considered for pupils who display continuous disruptive behaviour.

Pupil Transitions

Transitions at all levels are carefully planned based on group and individual needs. As required, additional support may need to be given. Parents/carers are involved and informed as appropriate.

Anti-Bullying Strategy

We aim to provide a safe and secure environment where all pupils can learn without anxiety. We believe bullying is wrong and endeavor to prevent it by having an ethos in which bullying is unacceptable and where it is each person's responsibility to prevent it. Pro-active measures are in place to avoid all forms of bullying, and these are delivered in a range of ways: assemblies and PSHE curriculum. Within these methods are the resources provided by UNICEF to ensure that use a 'Rights Based Approach'.

Any incidents of bullying will be dealt with in line with the agreed protocol. Violence or threatening behavior or abuse will not be tolerated in any circumstances, physically, verbally or through social media.

In formulating our strategy, we take due regard to the key legislation:

- The Education and Inspections Act 2006 Section 89 of the Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010. A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED)

Definition:

Bullying may be physical, verbal or (in the case of cyberbullying) written and has three key characteristics:

1. It is ongoing and continuous repeated (not the same as a conflict between two equals or a random, unprovoked, aggressive act).
2. It is deliberate and targeted.
3. It is unequal – it involves a power imbalance it may be physical, psychological (knowing what upsets someone) derived from an intellectual imbalance, or by having access to the support of a group or the capacity to socially isolate.

In addition, we define cyberbullying as: The use of information and communications technology, particularly mobile phones and the internet, to deliberately to upset someone else.

Specific types of bullying include those relating to:

- Race, religion, belief, culture, or gender.
- SEN or disabilities.
- Appearance or health conditions - including maternity or pregnancy.
- Sexual orientation - including homosexual, gay or homophobic, gender reassignment.
- Young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual

Child-on-Child Abuse

Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow the procedures outlined within our safeguarding policy. **Mrs Edwards**, our DSL, will consider each incident on a case-by-case basis, seeking support from external agencies where required.

We advocate high standards of conduct amongst our pupils and staff by modelling use of good manners, courtesy and dignified relationships. We will not tolerate sexually abusive language used as 'banter' or something to be expected as part of growing up. Pupils who fall short of these behaviour expectations will receive sanctions in line with the school's behaviour pathways whilst other investigations by police and/or children's social care are ongoing.

Staff Training and Development

We commit to the continuing professional development of staff through robust procedures, including training, performance management and induction. This ensure that all staff are accountable for their decisions, adhere to school rules and protocols and consistently demonstrate school values. Staff receive specific training on how to teach behaviour management within school, this is standalone and repeated throughout the year.

Staff Induction

We are committed to ensuring that all new staff are fully aware of all policies and routines to ensure consistency. As part of the induction process, new members of staff are introduced to the school's policies and staff code of conduct, these documents give clear overviews of the expectations within different areas of the curriculum, of which behaviour is one. Protocols are clearly demonstrated to support understanding and maintain high standards amongst staff and pupils.



Murdishaw West Community Primary School

Behaviour Curriculum

Our Routines

End of the day routine

Know that when my teacher signals, I should collect my things for home and return to the classroom immediately and either sit on the carpet or at my table.

Know that I should leave my workspace tidy and ready for the next day.

Know that I should check on the floor around my workspace and make sure it is tidy.

Know that when the teacher signals, I should stand up and tuck my chair in or stand up if on the carpet.

Know that when the teacher signals, I should move to my line space quietly.

Know that I should wait quietly whilst my class is dismissed.

General classroom expectations

Know that I should not be leaving my seat during a lesson unless I have asked to do so.

Know that I should be using the toilet at break and lunchtime so as not to interrupt learning time.

Know that I should not have any objects on the table that distract me from my learning.

Know that it is my responsibility to keep my table clear from clutter.

Know that I have a responsibility to ensure that the classroom is kept tidy.

Know that I should not talk when the teacher is delivering a lesson or another pupil has been asked to talk as this will stop myself and others from learning.