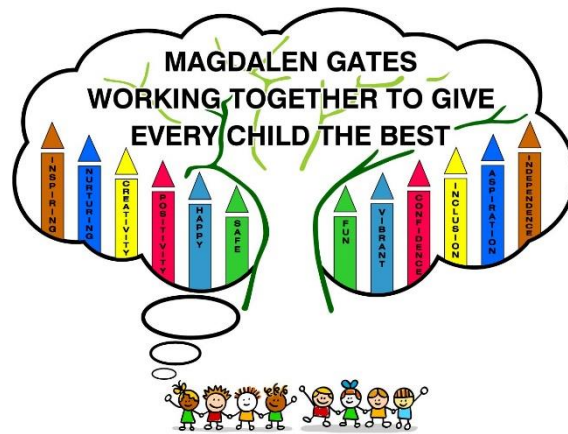




Magdalen Gates Primary School



Positive Behaviour Policy

Magdalen Gates Primary School

Formally adopted by the Governing Board of:-	Magdalen Gates Primary School
Approved by:-	Kathryn Davenport, Suenaina Sharma & Nonnie Williams
Chair of Governors:-	Suenaina Sharma & Nonnie Williams
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Statement of intent

Magdalen Gates Primary School believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We are therefore committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.

- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate consequences will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

Magdalen Gates Primary School acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'

- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

This policy operates in conjunction with the following school policies:

- School behaviour procedures and pupil conduct (Appendix A)
- Staff code of conduct
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy

2. Roles and responsibilities

School governors have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary consequences for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the local governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural

difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policy to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to pupils making progress, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - Headteacher.
 - SENDCo
 - Subject leader.

- As authorised by the headteacher, giving consequences to pupils who display poor levels of behaviour. **Please note** this is not the remit of volunteers within school.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Treating all other pupils with respect at all times.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Supporting the school with home-school agreements.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school will define **“serious unacceptable behaviour”** as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary consequences
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “**low-level unacceptable behaviour**” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork or to follow instructions from adults
- Rudeness
- Refusing to complete homework, incomplete homework, or arriving at school without homework.
- Use of mobile phones without permission

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity, or the recurrence of the behaviour in the face of appropriate actions within this policy.

For more details, see **Appendix B – Putting behaviour in context**.

4. Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The Headteacher, will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications. The Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The Senior Leadership Team and Designated Safeguarding Lead will keep a record on CPOMS of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. These will be reviewed regularly by school staff. All staff will be alert to changes in a pupil’s behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of consequences to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the school will

provide consequences outlined in **Appendix A**. Staff will use their professional judgement and experience to determine what is appropriate and reasonable:

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the steps in **Appendix A** provide further details.

Following repeated incidents of unacceptable behaviour, the following consequences will be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment or review will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be provided as appropriate, from the school's notional SEND budget and recorded in a Pupil Support Plan.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, a Pupil Support Plan will be created to outline the necessary provisions in place.

If there are further repeated incidents or significant breaches of the behaviour policy, the headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or other contextual issues.

6. Prevention strategies, intervention, and consequences for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using consequences and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe consequences will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level consequences
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Engagement with local partners and agencies, including the Inclusion and Opportunity Team at the Local Authority
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Pupils are taught about their feelings and emotions during everyday teaching opportunities and RSHE lessons that include Anti-Bullying week (refer to Anti-Bullying policy). All children should be treated sensitively – where behaviour falls short of what it should be, we seek to develop children's awareness and ownership of that behaviour.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs that impact on their behaviour, may find it continually difficult to follow the school and class. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets (see SEND policy) with specific rewards, alternative rewards or consequences and the use of outside agencies.

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. Rather than a stand-alone set of lessons, our behaviour curriculum runs through all of our practise in school and is underpinned by the principles in our school rules. Aspects

of the behaviour curriculum may be addressed specifically through Personal Development sessions and assemblies, but it will also be taught and reinforced by the structures and routines both in and out of class.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made.

Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to give a consequence to the pupil. While there are times when a pupil's SEND is a significant contributing factor to an instance of poor behaviour, it does not follow that every instance is as a result of SEND and school we will use our investigations and discussions to help us reach conclusions about this.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned.

Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher, or where relevant supported with classroom adjustments
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism, attachment disorder and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will draw on our Step On training to implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language from our scripts (Appendix C – Scripts)
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed

- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil, a face-saving route out of confrontation, e.g. providing two appropriate options
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”

Physical intervention

All staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. School leaders are responsible in ensuring that suitable training and risk assessment are carried out. At Magdalen Gates Primary School, we train all staff using Norfolk Steps’ Step On programme to support de-escalation and non-restrictive low level physical interventions.

Certain staff members are trained in Norfolk Steps’ Step Up techniques. These techniques are used for pupils where there is an audited need, and those pupils will have an associated risk assessment and plan in place which is built in agreement with parents. Restrictive Physical Intervention (RPI) will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the DfE Use of Reasonable Force Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil’s parent will be contacted so that a clear explanation of the intervention and preceding behaviours can be further discussed. Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion (suspension) in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes towards a suspension or exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met. The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary. The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete. If a pupil is removed from the classroom, parents will be notified by telephone or text message.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Detentions

The school is able to use detention as a consequence to deter future misbehaviour, both during and outside of school hours. The use of detention as a consequence will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

As laid out in appendix A, the decision to issue detention lies with members of the school's senior leadership team, and is part of a progressive approach to behaviour. When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, 25 minutes will be allocated to allow the pupil time to eat, drink and use the toilet. When determining whether it is reasonable to issue a detention outside of school hours, staff will consider the following:

- Whether the detention is likely to put the pupil at increased risk.
- Whether the pupil has known caring responsibilities
- Whether the detention timing conflicts with a medical appointment
- Whether the parents ought to be informed of the detention – in most cases it will be necessary to do so, but it may not be if the detention is for a short period after school and the pupil is able to return home safely.
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent.
- Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate consequence will be issued instead.

7. Sexual abuse and discrimination

The school will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Safeguarding and Child protection Policy. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

8. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will 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. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed such as weapons, stolen items and any article which may cause injury or damage property, or to commit an offence.

9. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish consequences for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school rules, which requires pupils to:

Be respectful.

Be ready.

Be safe.

Classroom rules and routines

The school has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to (**Appendix A**). Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing. The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any consequences for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily through general classroom practice and curriculum delivery. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the consequences that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines, reminding younger children. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times. Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as (under the discretion of the teacher):

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and recognition

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. **Please see Appendix A for further details of praise.** When giving praise, teachers will ensure:

- They define the behaviour that is being recognised.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.

- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour. As with praise, the school understands that providing recognition after certain behaviour means that pupils are more likely to model the same behaviour again. For recognition to be effective, the school recognises that it need to be:

- **Immediate** – immediately recognised following good behaviour.
- **Consistent** – consistently recognised to maintain the behaviour.
- **Achievable** – keeping recognition achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly recognised.

Recognition for good behaviour will include, but is not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. earning a school tie
- Other activities for a whole-class or year group

10. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in our school rules will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy. The school will impose the same consequences for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school

premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose consequences once the pupil has returned to the school premises or when under the supervision of a member of staff. Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

11. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and use of reasonable force.
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

13. Monitoring and review

This policy will be reviewed by governing body, the headteacher, senior leadership team and the mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is September 2023.

Appendix A
Magdalen Gates Primary School procedures (and pupil code of conduct)

All staff must:

- Take time to welcome students at the start of the day and after lunch
- Never walk past or ignore students who are failing to meet expectations
- Always redirect students by referring to ‘Be Ready, Be Respectful, be Safe’

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive praise for children who go above and beyond: phone calls/postcards/ties for Year 6
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing students with more complex or challenging behaviours

The school rules:

These are displayed in every classroom and throughout pupil spaces.

Be Ready, Be Respectful and Be Safe

Be Ready:

I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.

Be Respectful:

I will listen and talk politely to adults and other pupils; I will look after school property, equipment and other people’s possessions; I will follow instructions from school adults.

Be Safe:

I will be kind and look after myself and others; I will follow appropriate instructions from adults.

Our Rules	Visible Adult Consistencies	Above and Beyond Recognition
1. Be Ready 2. Be Respectful 3. Be Safe	1. Daily meet and greet – every child 2. Calm, Consistent, Fair 3. First attention to best conduct (catch children doing the right thing)	1. Home contact by teacher 2. Postcards 3. Golden tickets 4. Ties for Y6 pupils

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the rules, relentless routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

We also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have bespoke positive behaviour plans, which may include carefully targeted consequences and acts of recognition to reinforce positive behaviour.

Adult Consistent Strategies to Develop Excellent Behaviour

1. Meet and greet at the door.
2. Model positive behaviours and build relationships.
3. Plan lessons that engage, challenge and meet the needs of all learners.
4. Refer to 'Ready, Respectful, Safe' in all conversations about behaviour.
5. Be calm and give 'take up time' when going through the steps. Prevent before consequences.
6. Follow up every time, retain ownership and engage in reflective dialogue with learners.
7. Never ignore or walk past learners who are behaving badly – you get the behaviour that you tolerate.

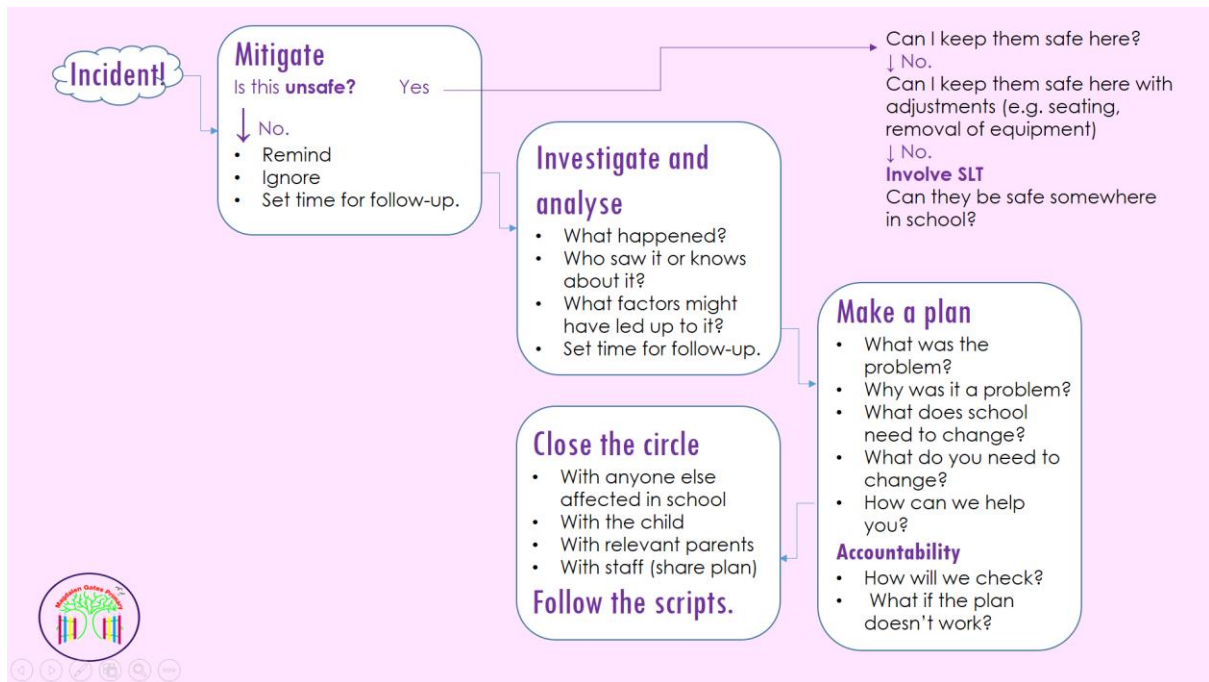
Recognition and Rewards

We recognise learners who go 'above and beyond our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Responding to Negative Behaviour

When responding to negative behaviour in school, staff will use the following set of processes and scripts to shape their decision making in a safe, fair and consistent way:



Mitigate

What impact is this having...

- on other children
- on the learning?
- on me?

How can I reduce the impact **right now**?

- Give a reminder
"I need you to..."
"Shall we start with *a* or *b*?"
- Give an alternative:
"You can work quietly in here or if you need to you can work outside."
- Disempower and ignore:
"That's okay, you can listen from there."

How can I stop this from happening **again**?

- Set a time to follow up:
"We will make a plan at break/lunch time."



Investigate and analyse

Find out who you need to speak to, then get the fullest picture possible of what has happened:

- **A**ntecedent – what happened in the lead up to this? Could it have contributed?
- **B**ehaviour – what actually happened?
- **C**onsequence – what happened as a result of this?

Time to reflect:

How did this make me feel? Why? How might this affect how I deal with this?

How did this make me feel? Why? How might this affect how I deal with this?

TIME TO REFLECT



Make a plan

The child needs to own their behaviour; the adult needs to give them support to do this.

- Establish the problem:
 - “Why are we talking now?”
 - “What was the problem?”
 - “How did this affect others/our learning?”
- Work out what needs to change:
 - “What do we need to change?”
 - “What do you need to change?”
 - “How can we help you to make this change?”
- Thinking time – breaktime? lunchtime?
- Make it stick:
 - What are we looking for (success criteria)
 - What will we do if this doesn't work? (parents, SLT, sanctions)

Time to reflect:

Is this plan constructive? Could it be humiliating or shaming?

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TIME TO REFLECT



Closing the circle

While planning should be done discretely where possible, if we don't talk to those affected then they may assume that nothing has been done.

At the time of incident...

"I will make sure that I sort this out. I might not be able to you exactly what happened, but I will let you know when it has been done."

Then...

"This has been sorted this out. Do you feel like this has been dealt with?"



Consequences

Consequences should always:

- Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
- Avoid being applied to a whole group for the activities of individuals;
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure
- Be in proportion to the offence

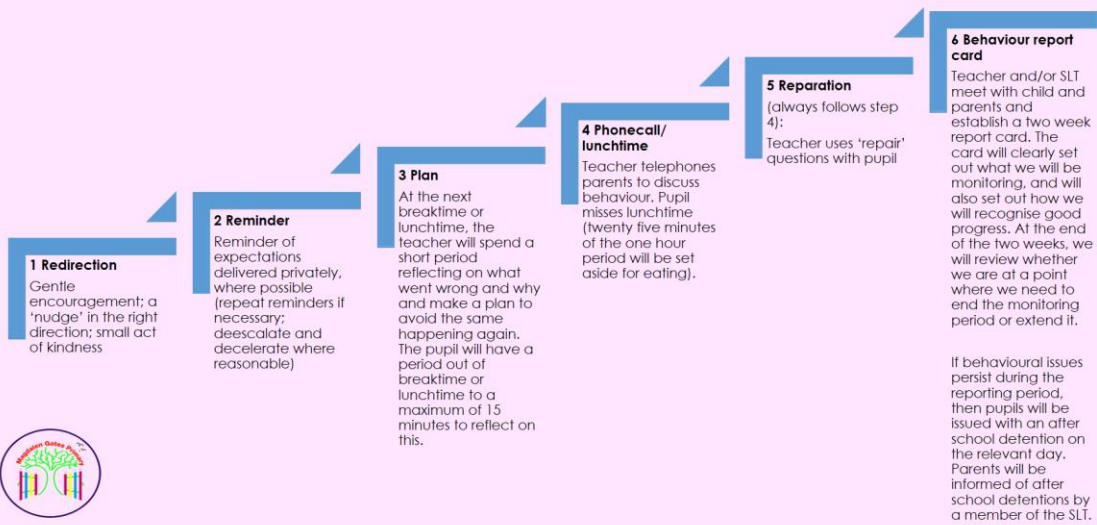
It should also be made very clear that it is the behaviour that is unacceptable, and any consequence should address this, not be made personal to the child.

Our stepped approach for dealing with unacceptable behaviour (see section 3):

- Calm approach
- Use child's name
- At child's level
- Eye contact
- Deliver Message
- Walk Away

Stepped consequences

All learners must be given 'take up time' in between steps. It is not possible to leap steps or accelerate steps for repeated low-level unacceptable behaviour.



Learners may have their behaviour monitored by teachers and the SLT to show progress towards agreed targets. At Magdalen Gates Primary School we make sure that this is done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

Serious Unacceptable Behaviours (as defined in section 3 of policy)

These behaviours will be dealt with from step 6 of our stepped approach and **one or some** of the following interventions by the SLT will apply

- Pupil is taken to a member of the Leadership Team (SLT), or the Headteacher (usually in that order)
- Parents contacted
- Parents called to school
- Detention – lunchtime, after-school or a day/days/part day as determined by SLT
- Short Fixed Term Suspension (1-2 days)
- Longer Fixed Term Suspension (3-5 days)
- Permanent Exclusion

The school will record all such incidents on CPOMS including any incidents involving the use of RPI.

Appendix B – Putting behaviour in context

	What might this behaviour look like?	How might we deal with this behaviour?
Low level unacceptable behaviour	<p>Failure to follow instructions Talking at inappropriate times Limited attention Inappropriate dialogue with children or adults</p>	<p>Adaption of teaching and learning to enthuse, engage and challenge Modification of where to sit in class Follow the Stepped procedure Use of an individual behaviour chart Parent meetings Restoration meeting</p>
Serious unacceptable behaviour (1)	<p>Persistent display of minimal effort Persistent talking or shouting at inappropriate times Swearing Causing or attempting to cause physical or emotional harm to others Disrupting the teaching and learning of others Persistent lateness</p>	<p>This relates to Steps 4 - 6: Issuing of time in another class Child meeting with Assistant Head Teacher Phone call home and parent meeting with class teacher Restoration meeting Use of a behaviour chart Behaviour logged on CPOMS</p>
Serious unacceptable behaviour (2)	<p>Physical aggression towards another child or adult Aggressive or hurtful verbal behaviour towards another child or member of staff Damage to property Racist comments Attempting to or leaving the school site</p>	<p>Step 6 and beyond: Internal exclusion Phone call home and parent meeting with teacher and Assistant Head Teacher Use of RPI if deemed necessary Possible FEX Possible PEX Creation of a pupil support plan Creation of a risk assessment Involvement of school PSA team Involvement of external agencies Possible application to an SRB</p>
Serious unacceptable behaviour (3)	<p>Persistent and serious behaviours Persistent use of inappropriate language Physical aggression towards another child or adult Committing any offence Causing personal injury to, or damage to the property of, any person (including the child themselves) Prejudicing the maintenance of good order and discipline at the school or among any children receiving education at the school, whether during a teaching session or otherwise</p>	<p>All of level 2 actions Regular timetabled meetings with parent, teacher and Assistant Head Teacher Possible meeting with Head Teacher</p>