



Mottram Church of England Primary School

## **Behaviour Policy**



*At the heart of our small school is family. We believe that every child is unique and has the potential to change our communities for the better. We encourage children to show compassion for others and to embrace our Christian values and the love of Jesus.*

*“Behaviour in classes and around school is very good. Pupils accept responsibility for their behaviour, and they know what is and what is not acceptable. Occasionally, when a pupil misbehaves you and your staff deal with this very well” (Ofsted July 2017)*

*“The school is a model of cohesion and integration. A pupil said, ‘It’s like one big family here’, and when pupils work and play this is evidently true” (Ofsted July 2017)*



By introducing this policy we aim to:

- Create a classroom and school environment that enables teachers to teach and pupils to learn.
- Establish a school community where individuals feel safe and secure, are valued and respected.
- Encourage care, respect and responsibility for others and our environment
- Enable children to adopt positive attitudes to learning through curiosity, flexibility, perseverance, cooperation, critical reflection, and a willingness to use and appraise evidence.
- Create an environment where good discipline is seemed as important to good teaching.
- Teach our children the skills of good discipline so that through practice, discipline can be improved.
- Acknowledge the role that parents/carers play and ask for their support for the attitudes and values that we believe promote good behaviour in our school.
- Create an environment that is clean and attractive as this has a direct link to the behaviour of the children.
- Use a consistent and fair approach from all staff, teaching and non-teaching staff, acting as good role models.
- Encourage the required behaviour through positively promoting and praising good responses, and by setting rules and consequences.
- Teach self-discipline and respect for themselves, property and all others.
- Make clear to our pupils the distinction between minor and more serious misbehaviour and the range of sanctions that follow.
- Treat difficulties in a positive, realistic and caring manner to encourage an improvement in behaviour.
- Create and actively use whole school, and lunch and playtime rules, (these are negotiated by all staff and taught to the children as a whole school. Supply teachers are given a copy of these rules as they work in school)
- Regularly review the behaviour of the children on an individual and collective basis as a staff, offering and supporting solutions to issues raised.

### **Whole School**

Through our Christian vision and ethos we aim to create a warm welcoming atmosphere, which thrives on doing the right thing therefore discouraging any potential wrong choices. Mottram C.E. Primary School is a community made up of teaching and non-teaching staff, pupils, parents/carers and governors. As such we need to promote and maintain attitudes within our community, which encourage polite, respectful and tolerant behaviour amongst all its members, with due regard to gender, race, background and special educational need.



All children respond to praise and encouragement and a positive approach. Children can learn through the models of behaviour they are shown by adults and peers around them. All adult members of the community will endeavour to teach desirable social behaviour and good manners to children within their care and be appropriate role models for them.

Some rules are necessary for the wellbeing and safety of the pupils and the good of the school community.

To ensure continuity throughout the school, classroom rules are the same for each class.

The following system is applied:

- Sad/happy face symbol displayed in every classroom on the board and pupils' names are added accordingly

#### Class Rewards

- Verbal praise
- Name put on the smiley side of the board
- One tick against a name on board - sticker from class teacher
- Two ticks - pupil sent to Deputy Head or most senior staff present for a sticker
- Three ticks – Headteacher for a sticker

#### Class Sanctions

- Verbal warning
- Name put on sad side of the board - pupil moves places for the next hour
- One cross against a name – pupil sent to another classroom for a set amount of time
- Two crosses – pupil sent to Headteacher or Senior staff member

**Parents/carers of persistent offenders will be notified and behaviour meetings arranged with the Headteacher to discuss the individual child's behaviour.**

Serious incidents will result in a child being sent to the Headteacher or the most senior staff present. These will be logged on the pupils file on CPOMS and will be transferred to the child's next school, to ensure Safeguarding across schools.

#### Adaption of Sanctions/Rewards

Rewards and sanctions may at times be adapted to respond to the needs of the individual, group or class. Any adaptations/modifications must have the approval of the Headteacher or Assistant Headteacher in their absence.



At Mottram Church of England Primary School we aim to create and maintain a school where everyone:

- Feels valued as individuals
- Has high expectations of themselves and each other
- Shows respect for themselves, each other and the world we live in
- Is equipped academically, emotionally, spiritually, physically and socially to succeed now and in future life

Once these rules are understood it is expected that they will be followed. Children need to learn to mix well with their peers and behave with consideration for others.

Whilst wishing to emphasise the positive aspects of behaviour and encouraging children to follow such patterns (see Rewards), behaviour that is NOT acceptable will be dealt with by the various disciplinary procedures (see Sanctions). Other policies may be used in these instances see links below. It is vital that home and school support each other and it is hoped that parents/carers will discuss and stress the importance of good behaviour with their children.

For serious incidents where another adult is required, a message and/or symbol will be sent to the staff room/office.

### Exclusion from School

A decision to exclude a pupil is a very serious one. Only the Headteacher (or, in the absence of the Headteacher or teacher in charge, the most senior teacher who is acting in that role) can exclude a pupil.

The decision to exclude a pupil should only be taken in a response to serious breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. There will however be exceptional circumstances where, in the Headteacher's judgement it is appropriate to permanently exclude a child for a first or 'one off' offence.

There are two types of exclusion:

Fixed Term Exclusions  
Permanent Exclusions

### Fixed Term Exclusion from School

The regulations allow Headteachers to exclude a pupil for one or more fixed term periods not exceeding 45 days in any one school year. The school is obliged to provide education whilst the pupil is on roll. In all cases of more than a day's exclusion, work should be set and marked.



When a Fixed term exclusion is given a letter is sent home stating the reason(s) for the exclusion, the period of the exclusion and the date on which the exclusion begins and ends. The letter should also include the date the pupil is to return to school.

### Permanent Exclusion from School

The school Governors must meet to review the decision of the Headteacher to permanently exclude a pupil. The parents will be invited and should attend that meeting, they can also be accompanied. They can make representations on behalf of their child, challenge the school's case and ask whatever questions they want. For all community, voluntary controlled and voluntary aided schools, an officer of the Local Authority may also attend this meeting to ensure that correct procedure is adhered to.

### What happens to a pupil once they have been permanently excluded?

Once a child has been permanently excluded, he/she remains on the register of the school until any review is determined, the time limit for a review has expired without a review being brought, or the parent has told the Local Authority that no review is being brought.

Guidance regarding both permanent and fixed term exclusions is published by the Department for Education 'Exclusion from maintained schools, Academies and pupil referral units in England' (date of issue September 2012). This is the document which Headteachers, Governors and the Local Education Authority use for guidance.

### Reviewing the decision

Once a decision has been made to permanently exclude a pupil and subsequently this decision is upheld by the Governor's Discipline Committee the parent/carer will receive a letter from the governors informing them of its decision stating the reasons.

Parents/Carers have 15 school days in which to ask an independent review panel to review the decision. You should apply for a review, in writing, within 15 school days from the date you receive the decision letter from the governing body.

A meeting will be set up for you with an independent review panel of three or five people. The review panel must meet no later than the 15th school day after the day on which the request was lodged.

Parents can request that an SEN (special educational needs) expert attends the panel. The review panel must seek and have regard to the SEN expert's view of how SEN might be relevant to the pupil's exclusion.

You will lose your right to put your case to an independent review panel if:

- your request for a review is not received by the expiry date in the letter confirming the decision to uphold the exclusion



- you inform the Local Authority in writing that you do not wish to request a review

### For what reasons can a school exclude my child?

There is no list of set behaviours for which a pupil can and cannot be excluded, and the decision to exclude lies with the head teacher. Head teachers can only exclude a pupil for a disciplinary reason (e.g. because their behaviour violates the school's behaviour policy). They cannot, for example, exclude a pupil for academic performance/ability, or simply because they have additional needs or a disability that the school feels it is unable to meet. A head teacher can exclude for behaviour outside of school, or for repeatedly disobeying academic instructions.

### Can the school send my child to be educated elsewhere?

Schools have the power to send a pupil to another education provider at a different location to improve their behaviour without the parents having to agree. A school can also transfer a pupil to another school – a process called a 'managed move' - if they have the agreement of everyone involved, including the parents and the admission authority for the new school. Schools cannot force a parent to remove their child permanently from the school or to keep their child out of school for any period of time without formally excluding. The threat of exclusion must never be used to influence parents to remove their child from the school.

This behaviour Policy takes into consideration:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1021914/KCSIE\\_2021\\_September\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf)

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<https://mottram.tameside.sch.uk/wp-content/uploads/2020/12/Child-Protection-Policy-2020-new-GB-Dec-1.pdf>

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