



BEHAVIOUR POLICY

In this policy the following members of staff are referred to:

TITLE	NAME OF STAFF
Head Teacher	Claire Murdoch
Head of EYFS	Ambika Curbishley
CEO of New Model School Company (NMS)	Deborah Livsey

INTRODUCTION AND PRINCIPLES

At the School, we believe that behaviour is a form of communication. We have a Behaviour Policy that promotes positive behaviour and relationships and involves the whole school community. Parents, staff, pupils, directors and advisors are all integral in our approach, as it is based on a sense of community and the shared values of the School. We wish to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment. To achieve this, we expect all members of our community to treat each other with consideration and good manners.

This policy applies to all pupils, including those within the Early Years Foundation Stage (EYFS).

Within our Early Years Foundation Setting (EYFS), our designated staff member responsible for behaviour management is the Head of EYFS.

Everyone has a right to feel secure and to be treated with respect at the School, particularly the vulnerable. Harassment and bullying will not be tolerated, including online or outside of the School. Our **Anti-Bullying Policy** is on our

website and in the **Early Years Policy**. The School is committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexuality, age, special educational needs, disability or learning difficulty, or the fact that a child is adopted, looked after, or is a carer.

The School takes its duties under the Equality Act 2010 seriously and makes reasonable adjustments for pupils with special educational needs and disabilities or certain health conditions.

SPECIFIC OBJECTIVES

1. To teach, through the School curriculum, the importance of a code of (good) conduct as well as knowledge and skills, promoting responsible behaviour, encouraging self-discipline and also respect by children for themselves, for other people and for property.
2. To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards via incentive schemes for children of all ages and abilities.
3. To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
4. To make clear to parents and children behaviour expected of them and to draw out the distinction between minor and more serious misbehaviour.
5. To indicate the range of sanctions that will follow upon more serious misbehaviour.
6. To indicate how parents can play a part in ensuring good behaviour and supporting discipline in the School.

INVOLVEMENT OF THE PUPILS

We work closely with all pupils as they transition through the School, from the day they start at the school to the day they leave.

Our experience shows that the ethos of and respect for the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, and during class time, Personal, Social and Health Education (PSHE) lessons, project work, drama activities, stories and literature and via the School Council, which meets regularly.

PUPIL CODE OF CONDUCT ALSO KNOWN AS THE MAPLE WALK WAY

*(Note that Staff Code of Conduct is covered under the School's **Staff Code of Conduct Policy**)*

- All members of the School community are asked to respect each other.

- Children are expected to respect staff, other adults and fellow pupils; they should address staff by their title and surname, and be encouraged to be polite at all times;
- We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually. They should care for the buildings, equipment and furniture. We expect pupils to behave in a manner that reflects the best interests of the whole community.
- Children should wear the correct uniform when they start at the School. Jewellery should not be worn apart from stud earrings, and except in certain specific cases where jewellery is required at certain times of the year in conjunction with specific religious festivals. Parents need to be aware that in these rare circumstances their child may be asked to either remove or cover up the jewellery for sports lessons where the health and safety of the child or indeed other children is a risk. If this is not possible, the child will be required to sit out for the lesson. Hair attire should be simple and preferably in school colours. Named watches may be worn.
- At the end of the day, children remain with the member of staff in charge of the class until parents/guardians come to collect them from their designated area (varies according to class). Children should say 'good afternoon' before shaking hands and being dismissed. They should leave the School in a proper manner and remain with the adult collecting them.
- Children are expected to respect their own and other people's property and to take care of books and equipment.
- Children are asked to be well-behaved, well-mannered and attentive.
- Whilst in school, children are expected to walk quietly along corridors and move carefully on stairs.
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem.
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter.
- Rough play will not be tolerated in the playground and children who are found playing inappropriately will be spoken to by the member of staff on duty and asked to reflect on their behaviour. If rough play persists, if appropriate they are made to 'sit out' or have 'time out.'
- Physical violence of any kind against a child or adult is not acceptable, neither is retaliation.

- Foul or abusive language must not be used against any member of the community
- Bullying, including cyber-bullying, is not tolerated in school (See the School's Anti-Bullying Policy).
- All the above incidents of serious misbehaviour will be taken extremely seriously and if repeated, may lead to suspension and possible exclusion (see below under serious misbehaviour). This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the School to function efficiently as a place of learning. Any variations must be arranged with the Head Teacher.

INCENTIVE SCHEMES

From Reception, the School scheme is based on awards, through which children can be rewarded for academic and non-academic achievements, but also for effort, and for showing a caring attitude, and for all aspects of good work and behaviour; thus children are awarded stars for thoughtfulness, being helpful, good work etc.

Children are divided into 'Houses', with family groups remaining in the same House. We hope that children will encourage members of their house to try their best in every aspect of School life.

Incentive stickers and certificates are available for everyone. In addition, each class teacher gives verbal or written praise as often as possible.

Children are encouraged to display their achievements in and out of school in assemblies and in class and through photographic evidence and work displayed around the School.

Most children respond to this positive approach where their efforts are seen to be valued, and often make considerable efforts to improve their work, and, where necessary, their behaviour.

If a child performs well in any of these areas, they may be awarded a certificate from their class teacher or the Head Teacher. Awards will be shared with the wider school community in weekly newsletters.

There will be times when children need support to behave in an appropriate manner. Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding the age and needs of the child, as far as sanctions are concerned.

Each case is treated individually. Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences.

BEHAVIOUR MODIFICATION STRATEGIES

As part of our approach of using rewards and sanctions, we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of any misbehaviour is investigated and plans made to meet individual needs.

In the first instance, a wide range of rewards are used to reinforce positive behaviour. These can include:

- Change in classroom organisation;
- Using different resources;
- Using short term targets when small steps are devised for each child (e.g. sitting on chair for given length of time or putting hand up to answer questions);
- Rewards of stars/smiley faces on work, on charts or in special books;
- Use of certificates, special stickers for such things as listening, being kind, helpful etc;
- Sharing good behaviour with other children/other classes;
- Celebrating achievement in assembly;
- Involving parents at an early stage to develop an action plan together.

If problems are persistent or recurring, parents will be involved. Children may then be placed on a daily or weekly report system to monitor their behaviour in partnership with the parents. Serious sanctions may be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings or where serious misbehaviour is involved – see below.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with a disability, special educational needs (SEN) or a particular vulnerability at a disadvantage compared to children who are not disabled, have a SEN or a particular vulnerability.

The School has a confidential central register of all sanctions imposed for serious misbehaviour, the Serious Sanctions Log. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed together with follow-up.

DISCIPLINE AND EXCLUSIONS

The School has a separate **Discipline and Exclusions Policy** outlining in detail the situations it monitors and sanctions it may use to deter poor behaviour, and in particular serious misbehaviour.

Serious misbehaviour includes major breaches of discipline such as:

- persistent disruptive behaviour,
- deliberate damage to property,
- persistent bullying including cyber-bullying, prejudice-based and discriminatory bullying
- physical assault or threatening behaviour against pupils or adults,
- sexual misconduct including in relation to indecent images,
- theft,
- leaving the School premises without permission,
- verbal abuse,
- abuse on the grounds of race, gender, religion, disability, special educational needs, sexual orientation etc,
- refusal to work
- persistent disruptive behaviour in class impacting on the learning of others

This type of behaviour is generally rare and it is the responsibility of the Head Teacher, to deal with it appropriately, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded in a class log and, if necessary, in the Serious Sanctions Log

- A verbal warning by the Head or most senior member of staff in the Head's absence, as to future conduct;
- Withdrawal from the classroom for part of or the rest of the day;
- An email or phone call to parents informing them of the problem and arranging a meeting with the Head Teacher. Strategies to improve behaviour will be agreed to prevent reoccurrence of the child's behaviour;
- If there is a second occurrence of serious misbehaviour, parents will be called to a meeting with the Head Teacher and then suspension procedures

might be implemented, with parents being asked to take their child home immediately. There will be a warning that the serious misbehaviour process has been initiated and the end of the process is exclusion if there is no improvement in the child's behaviour. Further strategies to be implemented by the School and parents to improve behaviour will be agreed as a matter of urgency.

- On the third occurrence, parents will be called to a meeting and a longer period of suspension might be imposed. There will be a final warning of exclusion should there be any further serious misbehaviour.
- If there is a fourth instance of serious misbehaviour the Head Teacher will consult with the NMS Chief Executive Officer (CEO) and if exclusion is, in the view of the Head Teacher and CEO, deemed necessary, the parents will be called in and asked to remove their child permanently.
- The School will always offer the right of appeal to any pupil excluded from the School. The appeal against exclusion will be dealt with under Stage 3 of the School Complaints Policy and should be made in writing to the CEO of NMS (deborah.livsey@newmodelschool.co.uk) within one week of the pupil's exclusion. Further details can be found in the School's Discipline and Exclusion Policy.

INTERVENTION AND PHYSICAL RESTRAINT

Corporal Punishment is illegal and is never used or threatened and is not tolerated in any form at Maple Walk. However, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables the School staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to any person (including the pupil themselves);
- Causing damage to the property of any person (including the pupil themselves);
- Prejudicing the maintenance of good order and discipline at the School, and among any pupils receiving education at the School, whether during a teaching session or otherwise.

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on

managing pupil behaviour. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time.

The child will be removed from the situation as soon as possible and taken to the Head Teacher or a senior member of the staff who will take immediate action to involve parents. An incident report will be written and in conjunction with the class teacher, the Head Teacher will take whatever steps are felt to be necessary with the member of staff and parents. This is likely to involve an action plan to meet the child's needs. This may under certain circumstances include the involvement of other agencies– social services, psychological service etc.

Every member of staff will inform the Head Teacher immediately after they have needed to restrain a pupil physically. The School also has a confidential Serious Sanction Log within which the School includes the pupil's name, the nature and date of the offence and the sanction imposed. The School keeps this register on a central file so that any patterns may be identified by the School. We will always inform a parent when it has been necessary to use physical restraint, and invite them to the School, so that we can, if necessary, agree a protocol for managing their child's behaviour. Parents of children who are in the school's EYFS setting will be informed of the incident on the same day or as soon as is reasonably practicable.

PARENTS AND GUARDIANS

Parents and Guardians who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract. They will support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

We are always happy to consider suggestions from parents and hope that you find the School responsive and open-minded. The School has a number of support systems in place to meet the needs of all pupils.

In the event of any behaviour management issue, the School will liaise closely with parents and, if relevant, other support agencies within the local authority.

Unexplained Absences:

We will always telephone parents on the first day of an unexplained absence in order to make sure that your child has not suffered an accident. Please note that it is New Model School's policy not to allow holiday to be taken during term unless there are exceptional circumstances.

Parents and guardians can help:

- By recognising that an effective school Behaviour Policy requires close partnership between parents, staff and children;

- By discussing the School Rules with their child, emphasising their support of them and assisting when possible with their enforcement;
- By attending Parents' Meetings, parents' functions and by developing informal contacts with the School;
- By acknowledging that learning and teaching cannot take place without sound discipline;
- By remembering that staff deal with behaviour problems patiently and positively.

COMPLAINTS

The School hopes that parents will not feel the need to complain about the operation of the School Behaviour Policy and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Policy (which also applies to EYFS pupils) is on our website. We will send you copies on request. The timeframe for dealing with complaints is set out in the policy.

We maintain records of complaints for a minimum of seven years after your child has left our school.

Claire Murdoch
Head Teacher
August 2023

Review approved by Deborah Livsey CEO
New Model School Company Ltd
August 2023

Next Review date: August 2024

APPENDIX 1

MAPLE WALK SCHOOL – CLASS AND BEHAVIOUR LOG 2023-24

Class name:

Name of child	Date	Behaviour: where? when? why? what?	Action Taken and Follow Up	Bullying?	Head Advised/ Parents advised

APPENDIX 2

RELATED SAFEGUARDING POLICIES

Please refer to the following policies, all available at our website, which relate to Safeguarding matters and which should be read in conjunction with each other:

- **Anti-Bullying Policy**
- **Behaviour Policy**
- **Child Protection and Safeguarding Policy**
- **Educational Visits - EYFS Policy**
- **Educational Visits Policy**
- **Health and Safety General Policy**
- **Safeguarding induction for new staff**
- **Missing Child and Child Handover Policy**
- **e-Safety Policy**
- **Policy for Pupils on Confidentiality**
- **Recruitment, Selection and Disclosures Policy**
- **Staff Code of Conduct Policy**
- **Taking, Storing and Using Images of Children Policy**