



MABLETHORPE PRIMARY ACADEMY

'Be inspired'

Behaviour and Discipline Policy in Practice

1 Aims and expectations

- In our academy, we have the right to:
- Learn
- Be respected
- Be safe
- Pleasant surroundings

So we will:

- Listen and follow instructions
- Keep our hands and feet to ourselves
- Look after each other and our academy

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

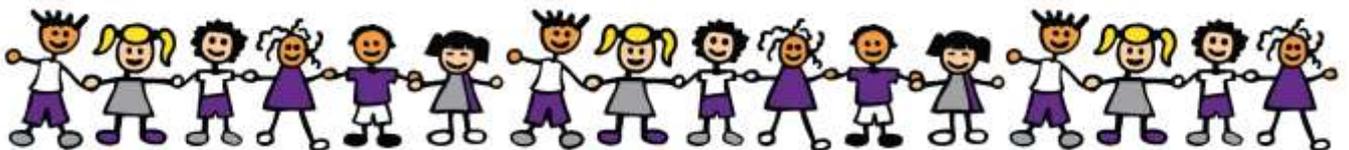
1.2 The academy has three academy rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This positive behaviour policy supports the academy community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The academy expects every member of the academy community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

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- 1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the academy community.
- 1.6 The academy rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and sanctions

- 2.1 We praise and reward children for good behaviour in a variety of ways:
All adults congratulate children;
All children who do not miss a playtime/lunchtime by being sent to "behaviour" receive a good behaviour certificate 6 times a year.
Each class works towards a class award for good behaviour by collecting marbles in a jar, with 1 marble per child in the class.
Once the jar is full this equates to a minute towards class reward time.
Time accumulated is totalled up weekly and may be used either weekly or banked for a longer reward time.
- 2.2 The academy acknowledges all the efforts and achievements of children, both in and out of academy. Children receive certificates, recognition in academy newsletters and in photographs for example for music and swimming. They also receive public recognition in assemblies.
- 2.3 Individual good behaviour is also rewarded with 30 minutes "Golden Time" each week. However, any behaviour which warrants a sanction, under the process explained in 2.6, will result in the loss of "Golden Time" minutes.
- 2.4 The academy employs a number of sanctions to enforce the academy rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

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2.5 In Foundation stage (FS)

If a child is disruptive in class, the teacher reprimands him or her and reminds them of the academy rules. If the behaviour is repeated the child is placed on a "thinking chair" for approximately 2 minutes to think about their behaviour, during this time they are given no attention from staff. They are then talked to, to make sure they understand why they have been reprimanded.

If following this sanction the behaviour continues then children will miss minutes of their playtime which they measure by watching a sandtimer.

Staff will inform parents verbally of these behaviour incidents.

Further incidents of inappropriate behaviour will result in the child's name being placed in the behaviour book (see 2.7)

2.6 In Key Stage 1 & Key Stage 2 (KS1 & KS2)

If a child is disruptive in class, the teacher reprimands him or her and reminds them of the academy rules. If the behaviour is repeated their name is placed on the "sad side" of the board. If a child misbehaves again and they accumulate three ticks, this means they lose their next playtime and attend the 'behaviour' room and their name is placed in the behaviour book (see 2.9).

2.7 Acts of Aggression (All pupils)

Acts of aggression do not have warnings. We isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. They go straight to the behaviour room at the next play.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another pupil, he/she sent to have their name entered in the behaviour book and an appropriate sanction is put in place.

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2.8 Lunchtime Sanctions

Any lunchtime behaviour which involves aggression or violence should be taken to the Principal, Deputy Principal or if these are not available, the teacher on lunchtime behaviour duty.

Any other incidents of behaviour should be taken to the teacher on lunchtime behaviour duty by the Mid-day Supervisor (MDSA) and a decision will be made between the MDSA and that teacher as to if further sanctions are required.

2.9 Behaviour Book Sanction

Staff will inform parents verbally of these behaviour incidents, but if the child has four entries in the behaviour book in any term a letter will be sent to parents/carers listing the breaches of behaviour policy. If there are two more entries in the behaviour book after this warning letter, a second letter is sent and the child is given a personal "good behaviour record" with targets chosen by the child in conjunction with the Behaviour co-ordinator and/or class teacher. If the child has two or more entries in the behaviour book, a fixed term exclusion follows. The "good behaviour record" is reviewed weekly.

KS1 behaviour for each session is recorded on a smiley chart

KS2 behaviour for each session is graded using a 1-5 points system as suggested by Emotional Behaviour Support Service (EBSS).

5 - Excellent

4 - Good

3 - Satisfactory

2 - Unsatisfactory

1 - Poor

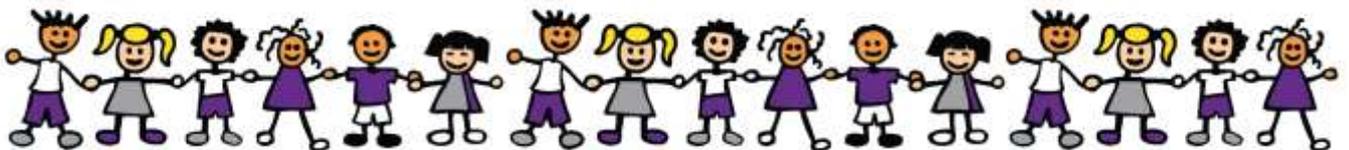
KS 2 Children are set a daily target out of 40.

Making positive use of the "good behaviour record " is dependent on full co-operation with parents. Parents are informed BEFORE the record is given.

2.10 The class teacher discusses the academy rules with each class. In addition to the academy rules, each class also has its own classroom code, which is agreed by the

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children and displayed on the wall of the classroom. In this way, every child in the academy knows the standard of behaviour that we expect in our academy. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class..

- 2.11** The academy does not tolerate bullying of any kind. The Academy's position on bullying is stated in the prospectus. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend academy free from fear.
- 2.12** The Principal deals with all bullying incidents or the Deputy in their absence. If a child repeats this, the academy contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. This may lead to involvement of EBSS and this involves the parents.
- 2.13** All members of staff are aware of the regulations regarding the use of force by teachers. Teachers in our academy do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to another child, adult or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. There is a policy for the restraint of pupils.
- 2.14** In the rare event that the rewards and sanctions employed by the academy prove to be ineffective, the class teacher, in conjunction with the behaviour co-ordinator, will inform the parents that an individual behaviour plan will be implemented.
- 2.15** If children require continued or repeated support to ensure good behaviour they will be placed on the academy's behaviour register and receive a behaviour Individual Behaviour Plan (IBP) which will be reviewed in the same manner as a learning IPM. Placement on the behaviour register will not happen before a meeting with parents/carers to explain the reasons and obtain their support.

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3 The role of the class teacher & class based staff

- 3.1 It is the responsibility of all class based staff to ensure that the academy rules are enforced in their class, and that the children in their care behave in a responsible manner during academy time, and whenever they are off site representing the academy.
- 3.2 The class based staff in our academy have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The class based staff treat each child fairly and enforce the classroom code consistently. The class based staff treat all children in their class with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. However, if misbehaviour continues, the class teacher seeks help and advice from the behaviour co-ordinator and Principal.
- 3.5 The class teacher liaises with external agencies through the Special Needs Co-ordinator, (SENCO), as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child, through the SENCO with other support services.
- 3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-academy policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the Principal

- 4.1 It is the responsibility of the Principal, under the Academy Standards and Framework Act 1998, to implement the academy behaviour policy consistently throughout the academy, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the academy.
- 4.2 The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

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- 4.3 The Principal keeps records of all reported incidents of misbehaviour in the behaviour book.
- 4.4 The Principal has the responsibility for giving fixed-term exclusions to individual children for continued acts of misbehaviour. For repeated or serious acts of misbehaviour, the Principal may permanently exclude a child. The Academy follows GDFT procedures in these matters.

5 The role of parents/carers

- 5.1 The academy works collaboratively with parents, so children receive consistent messages about how to behave at home and at academy.
- 5.2 We explain the academy rules in the academy prospectus, and on the website and we expect parents to read these and support them.
- 5.3 We expect parents to support their child's learning, and to co-operate with the academy, as set out in the home-academy agreement. We try to build a supportive dialogue between the home and the academy, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.4 If the academy has to use reasonable sanctions to punish a child, we expect parents to support the actions of the academy. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should then contact the Principal. If these discussions cannot resolve the problem, the complaints procedure through the Academy's Governor's is available.

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6 Fixed-term and permanent exclusions

- 6.1 Only the Principal (or the acting Principal) has the power to exclude a pupil from academy. The Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one academy year. The Principal may also exclude a pupil permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 6.2 If the Principal excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, make representation about the decision to the governing body. The academy informs the parents how to make any such appeal.
- 6.3 The Principal informs the Local Authority (LA), about any exclusion and reports to GDFT regularly.
- 6.4 The governing council itself cannot either exclude a pupil or extend the exclusion period made by the Principal.
- 6.5 The governing council has a Pupil Discipline committee, which is made up of three or five members. This committee considers any exclusion representations on behalf of the governors.
- 6.6 When a Pupil Discipline committee meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- 6.7 If the governors' Pupil Discipline committee decides that a pupil should be reinstated, the Principal must comply with this ruling.

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7 Monitoring

- 7.1 The Principal, deputy Principal, SENCO, FS and KS leaders monitor the effectiveness of this policy on a regular basis. They also report to the governing council on the effectiveness of the policy and, if necessary, make recommendations for further improvements.
- 7.2 The academy keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The behaviour books show when children have been sent to the behaviour room and why.
- 7.3 The Principal keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- 7.4 It is the responsibility of the governing council to monitor the rate of exclusions, and to ensure that the academy policy is administered fairly and consistently.

8 Review

- 8.1 The Governing Council reviews this policy as and when required. The governors may, however, review the policy if the government introduces new regulations, or if GDFT receives recommendations on how the policy might be improved.

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