



# William MacGregor Primary School

## Behaviour Policy

February 2022

Review date September 2023

This policy also runs alongside:

Emotional, Well-Being and Inclusion Policy September 2021

ATLP's Behaviour Policy 2021

### Our School Vision

**OUR VISION**  
TO OFFER OUR CHILDREN LIMITLESS, INSPIRING OPPORTUNITIES THAT IGNITE THEIR DREAMS AND ASPIRATIONS.

**INSPIRE**  
WE WILL INSPIRE OUR CHILDREN BY:

- Offering them a wide and diverse curriculum driven by local context and needs
- Exposing them to their locality
- Inviting successful local people and businesses in
- Visiting people and places further afield
- Running an annual careers week
- Celebrating all achievements
- Encouraging children to vocalise their ambitions
- Listening to and nurturing their ambitions

**ACHIEVE**  
ALL OUR CHILDREN WILL:

- Be masters of the curriculum
- Achieve their own potential
- Be life long learners
- Be socially able
- Be independent
- Be confident
- Be resilient
- Learn for the long term
- Be emotionally aware

**ABC**

**ASPIRE**  
ALL OUR CHILDREN WILL ASPIRE TO:

- Lead a happy, healthy lifestyle
- Live a life with no limits
- Be proud of their own and others' achievements
- Be good citizens and role models in their own community
- Fulfil their dreams
- Inspire others
- Be independent
- Be ambitious

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It is a primary aim of our school that every member of the school 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 school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure so that people can work together with the common purpose of helping everyone to learn.

### **Aims and expectations**

- Encourage children to have high expectations of their own behaviour
- To emphasise that everyone has rights and responsibilities and to encourage children to take responsibility for their actions
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- Have a consistent approach to behaviour throughout the school
- Make boundaries of acceptable behaviour clear and ensure safety
- Raise awareness about appropriate behaviour and promote it through positive reinforcement.

It is important that all adults working in school accept responsibility for behaviour throughout the school and act appropriately when misbehaviour is noticed. 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 school community.

Our school charter says:

### **Our School Charter (responsibility, caring, honesty, hardworking and to be emotionally aware)**

- Treat each other with respect
- Stay safe - don't hurt others
- Be polite: always speak in a calm and respectful way
- Always listen and try your best
- Always tell the truth
- Show empathy by acknowledging own and others emotions and feelings.

This behaviour is encouraged in every area of school activity and pupils are helped to recognise examples of good behaviour at all times. Each class also has its own class charter.

### **Children's responsibilities**

- To work to the best of their abilities, and allow others to do the same
- To treat everyone with respect
- To follow the instructions of all the school staff
- To take care of property and the environment in and out of school
- To co-operate with other children and adults.

### **Staff responsibilities**

- To make clear our expectations of good behaviour
- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential

- To provide a challenging, interesting and relevant curriculum
- To physically and emotionally create a safe, pleasant and stimulating environment
- To use rewards, rules and sanctions clearly and consistently following the steps set out in our Emotional, Well-Being and Inclusion Policy.
- To be a good role model
- To develop a class charter with children so that children are very clear about how they are expected to behave
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- To deal with any incidents promptly and inform parents when necessary
- To recognise that each child is an individual and to be aware of his/her needs
- To offer a framework for social education.

#### **Parents'/carers' responsibilities**

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school.
- To know the school rules and expectations and to support the school in the implementation of this policy
- To alert the school as soon as there are any concerns.

#### **What we do to encourage positive behaviour?**

- We make clear our expectations of good behaviour and discourage unsociable behaviour by promoting mutual respect
- We encourage children to take responsibility for their own actions and behaviour, to make the right choices and consider the consequences of their actions.
- All forms of behaviour (positive and negative) are recorded on Class DoJo and can be viewed by parents.
- Year 6 have specific responsibilities to promote, demonstrate and praise positive behaviour.
- We refer to our class Behaviour Charter regularly
- Through incidental opportunities that arise in weekly PHSE lessons and other areas of our curriculum.

Our whole school approach to inappropriate behaviour will be followed consistently by all staff in line with our Emotional, Well-Being and Inclusion Policy.

#### **What are our Zero Tolerances?**

- Rudeness/swearing towards staff
- Refusal to follow instructions
- **Striking a member of staff**
- **Physical aggression**
- Fighting
- Bullying
- Racism
- Vandalism/Damage to property
- Theft
- Truancy

Where one of the above occur, one of the following consequences will apply (depending on the behaviour displayed):

- Involvement of headteacher/deputy head
- Phone call with parents followed by letter
- Exclusion - lunchtime/temporary/permanent
- Personal support programme
- Involvement of any appropriate outside agencies.
- Temporary placement at Corner Post Education to avoid permanent exclusion.

*Behaviour displayed in red font will result in an exclusion of some form. However, repeated displays of all other behaviours will also result in an exclusion.*

### **Supporting Children with additional needs**

Each incident will be reviewed on an individual basis to ensure that William MacGregor remains fully inclusive, making decisions based on the specific needs of all pupils.

### **Pupil's Conduct Outside the School Gates - Head Teacher's Powers**

Head teachers have at statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the head teacher may discipline a pupil for:

- Any misbehaviour when the child is:
  - Taking part in any school-organised or school related activity or
  - Travelling to or from school or
  - Wearing school uniform or
  - In some other way identifiable as a pupil at William MacGregor.
- Or misbehaviour at any time, whether or not the conditions above apply, that:
  - Could have repercussions for the orderly running of the school or
  - Poses a threat to another pupil or member of the public or
  - Could adversely affect the reputation of the school.

### **Screening and Searching and the Power to Use Reasonable Force**

#### **Searching**

School staff can search a pupil for any item if the pupil agrees.

*(The ability to give consent may be influenced by the child's age or other factors)*

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).

### **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes - to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

### **Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

### **Schools cannot:**

- use force as a punishment - it is always unlawful to use force as a punishment.

### **Written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils, staff and parents/carers.
- Pupils are helped to take responsibility for their actions

- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life