



**Behaviour & Relationships Policy**

<b>This policy replaces</b>	Dec 2022
<b>Date policy approved by Governing Body</b>	
<b>Date of next review</b>	Dec 2024
<b>Reviewer</b>	Governing Body and SLT

# 2020 MHCE Academy Behaviour & Relationships Policy

## *Growing Together in God's Love*

### **Aim**

The aim of this policy is to set out the expectations for behaviour and relationships at Market Harborough CE Academy. It provides guidance and procedures, which support all members of the school community in developing an environment which reflects 'deeply Christian Values' and a desire for everyone to live life to the full and to grow spiritually, intellectually, physically, emotionally, morally and socially.

### **Key Principles**

The following key principles form the rationale for developing positive relationships and behaviour at Market Harborough CE Academy:

- *Staff are warm, firm and resolute*
- *All children and staff are treated with unconditional positive regard; everyone in school will take collective responsibility for developing positive behaviour within an agreed framework.*
- *All children and staff have a right to a safe, calm and orderly learning environment*
- *Our Christian values and vision supports the promotion of positive behaviours and attitudes for all children; through these we promote in pupils a recognition and acceptance of responsibility for their own actions, decisions and for their consequences.*
- *Children who feel successful and valued as learners and can see their own progress will become self-motivated and 'switched on' to learning; motivated children who understand the importance of developing learning behaviours and having a growth mindset.*
- *Good behaviour should be taught explicitly within a context of high-quality education, curriculum, teaching and learning, from EYFS onwards and for all children*
- *We offer effective provision for SEND and disadvantage*

We will ensure that every member of our school community:

- *Feels valued and respected*
- *Feel safe and secure within the school environment*
- *Can become responsible and independent*
- *Are treated in a caring and considerate way by others*
- *Will learn about our school values to enable them to flourish*
- *Can achieve academic, personal and social success*
- *Understands the importance of their role in this Behaviour Policy*

## 2022 MHCE Academy Behaviour & Relationships Policy

### Market Harborough CE Academy Values

The values were developed in consultation with parents, staff and children and are interwoven by the golden threads of our school: Hope for Humanity, Stewards of the Earth, Community of Learners, Confident Communicators and Passionate Readers.



In our school, with God's help, we:

- Respect ourselves, value others and our environment and show compassion in all we do
- Build strong relationships based on good manners, trust, generosity and forgiveness
- Follow instructions and always try our hardest even when we find things difficult
- Think carefully about the choices we make and try to be wise and courageous
- Will count our blessings and be grateful for the good things in our world and trust that as each day closes, we have been better people than we were the day before

### Role of the Pupil

In addition to our school values, we expect all pupils to follow three simple rules:

- Be kind
- Be safe
- Be ready

Pupils at Market Harborough CE Academy are taught the importance of kindness. Bullying is unacceptable in our school; our pupils are taught how to identify and report unkind behaviour – please see our Anti-Bullying policy.

### Role of Parents/carers

We believe that positive dialogue between home and school is vital.

Parents are expected to:

- Support their child in adhering to the school values and the expectations of positive behaviour and relationships with others.
- Ensure that their child fully understands the consequences of negative attitudes and behaviour
- Inform the class teacher of any changes in circumstances, which may affect their child's behaviour.
- Contact the school if they are worried about their child's behaviour.

### Role of Staff

All staff must share our common expectations and values in order to create the positive learning environment we desire. All of staff are role models for our children. This requires consistency, a balance between positive reinforcement and sanctions, an understanding of restorative conversation, as well as the quick detection of and immediate action on issues. The Senior Leadership Team is committed to support all staff achieve these goals.

## 2020 MHCE Academy Behaviour & Relationships Policy

### **Additional responsibilities of the Senior Leadership Team**

It is the responsibility of the Head Teacher and SLT to ensure all staff implement the School Behaviour & Relationships Policy consistently.

The Head Teacher and Deputy Head Teacher monitors all reported serious incidents of misbehaviour. The Head Teacher [and in their absence the Deputy Head teacher] has the responsibility for giving fixed term exclusions to individual children for serious acts of misconduct. For repeated or extreme acts of misconduct a child may be permanently excluded.

### **Role of Governors**

The Governors of the school support the head teacher and staff by:

- Promoting the Christian ethos of Market Harborough CE Academy where all are equally valued as members of the school community, and everyone is encouraged to live life in all its fullness.
- Creating an effective partnership between pupils, parents, staff and governors.
- Maintaining a caring, safe and nurturing environment where pupils can flourish.
- Developing a positive reputation in the community.
- Ensuring that the school community is safeguarded.

### **Our Approach to Discouraging Inappropriate Behaviour and Attitudes to Learning**

An effective and consistent whole school approach to classroom management will help establish secure foundations for good behaviour. This requires establishing appropriate learning-focused relationships where expectations are high, and everyone knows the routines and boundaries. All staff are required to be consistent in applying these school-wide rules and procedures. We clearly categorise forms of misbehaviour and have set appropriate consequences. Children with high potential for violence and/or other extreme behaviours are identified early and support through individualised behaviour plans is put in place.

Rules and procedures for classrooms sit within our whole school approach. These are re-established in all classrooms at the start of each term.

<p><b>Positive relationships</b> – relationships support the needs and rights of everyone in a classroom to feel safe, respected and valued; to feel they belong. They create conditions where students and teachers can focus on learning, free from distractions or emotional threats. Positive relationships are key in communicating trustable feedback that children will act on.</p>	<p><b>Establishing expectations</b> – ‘You establish what you establish’ Bill Rogers. At MHCE, staff have clear and consistent expectations and communicate them to pupils. They will reinforce their expectations and redirect, correct or challenge, when necessary, in order to promote and sustain high expectations.</p>
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## 2022 MHCE Academy Behaviour & Relationships Policy

<p><b>Signal, Pause, Insist</b> – We do not talk over children to gain their attention. We choose a signal and ensure that the children recognise it. We practise the signal, pause and affirm positive responses and insist through our use of body language, eye contact, scanning and where necessary, a low-level reminder.</p>	<p><b>Positive framing</b> – we affirm positive behaviour first. Where correction is needed, we frame it as a positive reinforcement: <i>‘eyes looking, ears listening’</i>. We also give the benefit of the doubt: <i>‘maybe you weren’t talking but I need eyes looking and listening now, thank you’</i>, and we assume confusion over defiance <i>‘I wonder if...’</i></p>
<p><b>Rehearse routines</b> - time is invested at the beginning of each academic year, to establishing the teaching of rules and routines. Throughout the term, where necessary, time is invested in refreshing our clear and consistent routines. Boundaries are clear and allow learning to be the focus.</p>	<p><b>Choices and consequences</b> – teachers use the behaviour system effectively to secure excellent behaviour and children know the consequences involved. Where behaviour falls below expectations, teachers assert choices for children and clearly narrate the consequences of the behaviour. Consistency of sanction is more effective than severity.</p>

Staff have wide repertoire of least intrusive language and non-verbal behaviour: tone of voice, gesture, body language etc. e.g. and wherever possible try to:

- Approach pupils side-on rather than face-on
- Provide directed choices rather than single demands
- Use a pleasant but expectant tone
- Provide ‘take-up time’
- Say thank you – not please

Staff will keep the focus on the primary behaviour and avoid argument. Staff will invite, model and expect respect. Respect involves:

- Basic civility and good manners
- Consciously separating the behaviour from the person
- Allowing consequence to do the teaching
- Using private rather than public reprimands
- Taking students aside to focus on what they should be doing
- Not holding grudges
- Re-establishing the relationship after correction

## It's Good To Be Green

We use an 'it's good to be green' system for both rewards and sanctions.

Every child begins each day on green. Children who stay on green display a good attitude to learning in line with our school values.	Sometimes children need reminding about our expectations. When this is the case, they are given an amber warning. This gives the child time to stop and think about what is required of them. If the behaviour is corrected, the child remains on green. If they continue to behave inappropriately, they will be moved to red.	If a child continues to make poor decisions whilst on amber, or for serious behavioural incidents, children will be put onto red. The consequences of this are explained below.
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## Rewards

Each child will start everyday as 'green' – this is regardless of absence. If they remain on green for the entire day, they earn a house point. There are four houses – Rowan, Ash, Chestnut and Fir. House points are calculated half termly and the winning house for that half term receives a reward. A record of house points awarded will be kept by the class teacher.


Additional house points will be awarded for **exceptional** contributions to learning and the school values, that are above and beyond classroom work. A record should be kept of those additional house points to be added onto Arbor prior to briefing on a Monday.

When children are provided with learning opportunities outside of the classroom, staff will reward the child for good work with stickers. This does not then result in a House Point, it is used to indicate success.


When the children reach 50 house points [Bronze certificate], 110 house points [Silver certificate] and 175 house points [Gold certificate], this achievement will be celebrated. For children achieving 200+ house points there is a Head Teacher Award.












In addition, each week, one child per class will receive a 'Certificate of Excellence' as part of our Friday Celebration Assembly. Each class with the highest attendance from the previous week will also be awarded the Attendance Trophy.







Raffle tickets are awarded for good behaviour at lunchtimes and raffle prizes drawn out during the Celebration Assembly on a Friday. There will be one winner per year group, per week.



# PROMOTING GOOD BEHAVIOUR



 <b>STICKERS</b>	 <b>POSITIVE FEEDBACK</b>	 <b>WORK SHARED IN CLASS</b>
 <b>HOUSE POINTS</b>	 <b>POSITIVE PHONE CALL / EMAIL HOME</b>	
 <b>POSTCARDS FOR SCHOOL VALUES</b>	 <b>VALUES AWARDS</b>	 <b>CERTIFICATES</b>
 <b>ACHIEVEMENT TIME</b>	 <b>END OF TERM REWARDS</b>	 <b>WORK SHARED ON FACEBOOK &amp; TWITTER</b>

### Values Award

There will also be a 'C of E' values award for the children to work towards. This will be directly linked to our school values; Courage and Perseverance, Forgiveness and Compassion, Service and Relationship, Generosity and Thankfulness. Respect and Dignity, and Hope and Trust.

The children will be able to access a booklet from the school website, depending on their Key Stage, which contains three tasks for each of the values. These activities are to be done entirely at home. The children can choose to do them in whatever order they would like, but once they have completed one activity from each of the values, they will be awarded a Ruby award. Once two activities from each value are completed, they will be awarded an Emerald award and finally, once all the activities in the booklet are completed, they will achieve the diamond award.

The expectation is that the work will be of an exceptional standard and reflect the importance of our school values. Each activity will have to be signed off by the child's parent and teacher.

## 2020 MHCE Academy Behaviour & Relationships Policy

### Sanctions

Children's behaviour in school can be an emotive issue and can cause distress to both children and parents. Parents of children who have been subject to other children's poor behaviour, understandably want assurance that staff are taking, or have taken action. Staff will always take action appropriate to the circumstances, the age of the child, and in accordance with this policy. They will also, if appropriate, confirm that action has been taken. However, it is not possible for staff to share the details of the action taken in relation to individual children with anyone other than their parents or guardians, for reasons of confidentiality. Confidentiality is an important principle applied to all children and families. Children are praised in public, but reprimanded in private.

It's not necessary for every consequence to be listed in a policy. There must be clear consequences when safety is affected, and treatment of others is unacceptable. Consequences for aggressive behaviour are non-negotiable and applied immediately.

<b>Verbal Warning</b>	<ul style="list-style-type: none"> <li>o Children are reminded of the school values and asked to think about their behaviour. This step may happen several times depending on the nature of the incident. <b>Staff will need to use their professional judgement.</b> Reference to the stages using the displayed poster may be given as a reminder.</li> </ul>
<b>Amber Warning</b>	<ul style="list-style-type: none"> <li>o A verbal reminder is given about appropriate behaviour referring to the school values or characteristics of learning – if the behaviour continues, the child is given an amber warning.</li> <li>o Improved behaviour keeps the child on green.</li> </ul> <p><b>At this point the Emotion Coaching strategy should be employed – key steps; Recognise – Listen – Label – Limits</b> <i>(at this stage, limits are to help the child identify the problem and help put things right/changes to behaviour that are required)</i></p>

### RED STAGE 2

This follows a Verbal and Amber Warning and the behaviour has continued or escalated

Behaviour	Consequence – class teacher
<ul style="list-style-type: none"> <li>❖ Not looking at the person speaking</li> <li>❖ Not sitting properly at the desk</li> <li>❖ Not listening and able to respond</li> <li>❖ Talking when someone else is speaking</li> <li>❖ The child is speaking unkindly to another child and has already had their warning</li> <li>❖ Not completing work when asked to or not completing it to the best of your ability</li> <li>❖ The child is being disrespectful to an adult – not following instructions, not listening, and has already had their warning</li> </ul>	<ul style="list-style-type: none"> <li>❖ Final warning given</li> <li>❖ Positive framing</li> <li>❖ Re-establish expectations</li> <li>❖ Informed of Red Stage 2</li> <li>❖ The child is supported in considering how to resolve and improve the situation as above. Staff will have an informal chat with parents, face to face where possible, to make them aware of the incident.</li> </ul> <p><b>Daily House Point is lost and recorded on House Point record</b></p>
Action	
<ul style="list-style-type: none"> <li>❖ Reflect on Quality First Teaching provision – are the child's needs being met in the classroom</li> <li>❖ Formal conversation between child and class teacher</li> <li>❖ Red Stage 2 to be recorded on Arbor</li> <li>❖ Arbor records monitored by J. Tidmarsh to identify any behavioural patterns – notable findings discussed with class teacher and SENDco if necessary</li> </ul>	



- ❖ If two Red Stages are given, parents will be informed via J. Tidmarsh/the office (teacher will be notified).

**If a child has been moved or physical intervention has taken place, SLT MUST be involved and appropriate recording in place in the Bound and Numbered Book.**

The Emotion Coaching strategy should be employed throughout Stages 2 and 3, however the timing of it may vary. For example, the strategy may be used at the onset of Red Stage 2, but it may be more appropriate when the child returns to the classroom and is calmer

Emotion Coaching - key steps; Recognise – Listen – Label – Limits (at this stage, limits are to help the child identify the problem, help put things right/changes to behaviour that are required, but understand and accept the consequences)

### RED STAGE 3

Red Stage 3 is recorded if the behaviour has continued or escalated beyond the behaviours listed in Stage 2 [in some circumstances, Red Stage 3 is immediate and Stage 2 is bypassed]

Behaviour	Consequence – class teacher
<ul style="list-style-type: none"> <li>❖ The child’s behaviour doesn’t change, and behaviour is becoming more disruptive or disrespectful</li> <li>❖ Continued work refusal</li> <li>❖ Continued deliberate talking or shouting out</li> <li>❖ Deliberate disturbance of other children or behaviour becomes more physical (pushing or shoving)</li> <li>❖ Continued rude manner towards a member of staff</li> <li>❖ Name calling and unpleasantness towards other children</li> </ul>	<ul style="list-style-type: none"> <li>❖ Positive framing Verbal reminder of consequences and risk of Red Stage 3</li> <li>❖ Re-establish expectations</li> <li>❖ Red Stage 3 given</li> <li>❖ Moved to the back of the classroom or just outside the classroom if the area is visible to the teacher with work to complete</li> <li>❖ Upon returning to class space, opportunities for resolution must be offered</li> <li>❖ member of SLT informed and teacher to complete a behaviour log (found in Teams - <a href="#">Behaviour Log</a> to upload onto Arbor</li> <li>❖ The child is supported in considering how to resolve and improve the situation as above. Staff will have an informal chat with parents, face to face where possible, to make them aware of the incident.</li> </ul> <p><b>Daily House Point is lost and recorded on House Point record</b></p>
<b>Action</b>	

## 2020 MHCE Academy Behaviour & Relationships Policy

- ❖ Reflect on Quality First Teaching provision – are the child’s needs being met in the classroom
- ❖ Formal conversation between child and class teacher
- ❖ Red Stage 3 to be recorded on Arbor – it must include the additional behaviour log completed by the class teacher and should indicate if the child had to be seated elsewhere
- ❖ Arbor records monitored by J. Tidmarsh to identify any behavioural patterns – notable findings discussed with class teacher and SENDco
- ❖ If two Red Stages are given, parents will be informed via J. Tidmarsh/the office (teacher will be notified)

**If a child has been moved or physical intervention has taken place, SLT MUST be involved and appropriate recording in place in the Bound and Numbered Book.**

The Emotion Coaching strategy should be employed throughout Stages 2 and 3, however the timing of it may vary. For example, the strategy may be used at the onset of Red Stage 2, but it may be more appropriate when the child returns to the classroom and is calmer

### RED STAGE 4

Red Stage 4 is recorded if the behaviour has continued or escalated beyond the behaviours listed in Stage 2 and/or 3 [in some circumstances, Red Stage 4 is immediate and Stages 2 and 3 are bypassed]

Behaviour	Consequence – class teacher
<ul style="list-style-type: none"> <li>❖ Refusal to return to their class place having been moved</li> <li>❖ Leaving the classroom without prior agreement</li> <li>❖ Walking away from the adult dealing with the behaviour</li> <li>❖ Deliberate damage to own or others’ work</li> <li>❖ Deliberate damage to school property</li> <li>❖ Causing significant disruption within the classroom or on the playground</li> <li>❖ Significant acts of physical or verbal aggressions</li> <li>❖ Any behaviour that required positive handling</li> <li>❖ Offensive name calling which may contain inappropriate language, homophobic or racist comments</li> <li>❖ Bullying including cyberbullying</li> </ul>	<ul style="list-style-type: none"> <li>❖ A member of SLT will be informed and consulted</li> <li>❖ Appropriate action will be decided e.g. internal isolation</li> <li>❖ Where possible, child is removed from the environment for the remainder of the day (internal exclusion)</li> <li>❖ Where formal exclusion is being considered it can only be agreed by the Head Teacher or in her absence, the Deputy Head Teacher, and is a last resort.</li> <li>❖ <b>Physical Intervention may be required to remove the child from the classroom – this is also a last resort</b></li> <li>❖ <b>Severe breaches of the behaviour policy may lead to a child going straight to Stage 4.</b></li> </ul>
<b>School Action</b>	

- ❖ Reflect on Quality First Teaching provision – are the child's needs being met in the classroom
- ❖ Formal conversation between child and senior leader
- ❖ Discussion between class teacher, SENDCo, and parent to determine future strategies
- ❖ Arbor records monitored by J. Tidmarsh to identify any behavioural patterns – notable findings discussed with class teacher and SENDCo if necessary
- ❖ If behaviour of this magnitude occurs more than once in a week and Individual Behaviour Plan will be considered
- ❖ Member of SLT will record the incident on Arbor along with the Significant Incident Log

**If a child has been moved or physical intervention has taken place, SLT MUST be involved and appropriate recording in place in the Bound and Numbered Book.**

**The Emotion Coaching strategy should be employed by the member of SLT or named adult. This may be after a period of 'cooling down' time.**

**If the child is excluded, during the return to school meeting, the Emotion Coaching language should be used.**

**Red – Stage 2 (Level 0 Neutral)**

**Red - Stage 3 (Level 0 Neutral)**

- Racist Incidents
- Bullying
- Disability
- Gender Reassignment
- Religion/belief
- Sexism
- Sexual Orientation
- Sexual Behaviour

**Red – 4 [Internal Exclusion] (Level 0 Neutral)**

### **Using Arbor**

Arbor will be used to formally record 'Red' Incidents. All teaching staff are responsible for recording 'red' incident of children in their class [unless it is a lunchtime incident]. This is crucial to keep a record on children who have consistent challenges and to ensure we can work successfully with parents to support their children.

Using the class record for recording added house points, a record should be kept of house points that have been lost. Again, time will be given on a Monday, prior to briefing.

**Children who are red two or more times in a week will have a letter sent home to parents and a meeting arranged if necessary to discuss the concerns. This is the responsibility of the SLT working with the class teacher and SENCO.**

### **Children 'Beyond'**

Occasionally some children may be 'beyond' the normal hierarchy of incentives and sanctions. This can be because of a variety of social, emotional and medical factors. These children require greater levels of behavioural and emotional support in order to modify their behaviour and provide for their mental wellbeing in order to support them in flourishing and having fullness of life.

## 2020 MHCE Academy Behaviour & Relationships Policy

A 'child beyond' will often be identified through several channels:

- A new child whose records/discussion with parents/Multi Agency working indicates concerns regarding emotional and social needs.
- A child who is consistently having difficulties, which result in a red card being given more frequently than expected.

In the event of children with extreme social and emotional needs, and resulting challenging behaviours, these children will have a specific Individual Behaviour Plan – this plan will clearly identify the triggers, types of behaviours, and the necessary behaviour management, and the plan **MUST** be followed by all staff working with these children to ensure the child's safety as well as the staff. This may mean the children do not specifically follow all elements of the general school rewards and sanctions.

Any incident of physical violence towards another child or member of staff, this **must** be recorded in ARBOR, in the Bound and Numbered book [if the child has been handled in any way] and must be shared with parents/carers on the day of the incident – they must sign to say they have seen the record.

In addition, these children will have a daily recording sheet called 'Challenging Behaviour Daily Monitoring Sheet' which is used to record daily fluctuations in behaviour.

**Communication regarding these children, between relevant staff, must be verbal, rigorous and recorded**

### Lunchtimes

Lunchtimes are a crucial part of the school day. It is vitally important that children are able to enjoy a stimulating and safe lunchtime and that Lunchtime Supervisors are empowered to provide this and must follow the same rewards and sanction system as all other staff. Lunchtime Supervisors carry raffle tickets which they award for good behaviour. There are raffle pots for each Key Stage.

### Sanctions for lunchtimes

<b>Verbal Warning</b>	<ul style="list-style-type: none"> <li>o Children are reminded of the school values and asked to think about their behaviour. This step may happen several times depending on the nature of the incident. <b>Staff will need to use their professional judgement.</b></li> </ul>
<b>Amber Warning</b>	<ul style="list-style-type: none"> <li>o A verbal reminder is given about appropriate behaviour referring to the school values or characteristics of learning – if the behaviour continues, the child is given an amber warning.</li> <li>o Improved behaviour keeps the child on green.</li> </ul> <p><b>At this point the Emotion Coaching strategy should be employed – key steps; Recognise – Listen – Label – Limits</b> <i>(at this stage, limits are to help the child identify the problem and help put things right/changes to behaviour that are required)</i></p>

## 2022 MHCE Academy Behaviour & Relationships Policy

<b>Red – Stage 2</b>	<ul style="list-style-type: none"> <li>o If the behaviour continues / escalates, it is recorded formally as a red incident - the child is supported in considering how to resolve and improve the situation as above. See appendix for ideas of consequences for children which LTS can use.               <ul style="list-style-type: none"> <li>o In line with the policy, LTS will be expected to talk through the situation with the child to resolve the problem – this will be done away from other children and the child will be expected to remain seated on a bench near a Lunchtime Supervisor for 5 minutes cool down time</li> </ul> </li> </ul> <p><b>At this point the Emotion Coaching strategy should be employed – key steps; Recognise – Listen – Label – Limits</b> <i>(at this stage, limits are to help the child identify the problem and help put things right/changes to behaviour that are required)</i></p> <p>Step 2 – Red (and above) results in the child losing their daily house point.</p> <p><b>It is the responsibility of the LTS and J. Holton, in conjunction with the class teacher to record the incident electronically.</b></p>
<b>Red- Stage 3 and above</b>	<p>Serious incidents such as Stage 3 &amp; 4 e.g. a child refusing to take their time out, refusing to comply, racist / bullying incidents, safeguarding incidents, significant verbal / physical incidents should be passed onto the member of teaching staff on lunchtime duty. [see individual rota] Walkie-Talkies should be used for these incidents.</p> <p><b>Teacher on duty will use Emotion Coaching strategies as per normal classroom guidance</b></p> <p><b>It is the responsibility of the LTS and J. Holton, in conjunction with the member of staff on duty.</b></p> <p>[See Appendix for example behaviour at lunchtime]</p> <p>[See Appendix for Emotion Coaching Information]</p>

Lunchtime Supervisors will record behavioural incidences, which need to be shared with class teachers if they require adding to Arbor.

### **Lunchtime**

**EYFS:** At lunchtime, the children will have access to play resources (small world, construction, sports) and will be supported by lunchtime supervisors, who will also lead organised games (taken from the provided list)

**KS1:** At lunchtime, the children will have access to play resources (small world, construction, sports) and will be supported by lunchtime supervisors, who will also lead organised games (taken from the provided list) and oversee different sports games (football, basketball). Year 2 children also have access to the climbing frame.

**KS2:** At lunchtime there will be three designated areas: chill, games, equipment. The chill area will be for activities such as drawing, reading etc. The games area will be led by the lunchtime supervisors, using games taken from a document provided by the School Sports Coach. Within the equipment area, the Sports Coach will lead a rotation of different sports (football, basketball, hockey etc) Each sport will last for one week, before being changed.

## 2020 MHCE Academy Behaviour & Relationships Policy

### **Lunchtime Clubs**

Some children find lunch time challenging for various reasons and the school will endeavour to cater for these needs by offering an opportunity for children to be inside during lunchtimes and to be involved in activities to support self-esteem and friendships.

### **Eating Lunch**

Children are expected to eat and sit properly at the lunchtime tables in the school hall and classroom. Social interaction is encouraged at lunchtime and staff recognise that this is an appropriate opportunity to develop PSED priorities in a different context. It is the Lunchtime Staff and Senior Leaders responsibility to ensure that high standards of behaviour are upheld at lunchtimes.

## 2022 MHCE Academy Behaviour & Relationships Policy

### **Fixed Term and Permanent Exclusions**

Exclusion will only be used as a last resort.

#### **The decision to exclude**

Only the headteacher, or a person acting with the headteacher's authority, can exclude a pupil from school.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

Please refer to the Exclusion Policy for more details

### **Drug- and alcohol-related incidents**

It is the policy of Market Harborough CE Academy that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent or guardian should notify the school - see Administration of medicines policy.

The school will take misuse of any substances such as glue, other solvents, or alcohol very seriously. The parents or guardians of any child involved will always be notified.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring illegal drugs onto the school premises.

### **The Use of Force to Control or Restrain Children**

Please refer to Market Harborough CE Academy 'Positive Handling Policy'.

### **Monitoring**

The Governing Body will monitor the effectiveness of the policy on an annual basis. However, on an informal basis it will continually be under review and updated to improve our provision for children in our care.

### **Links with other Policies**

This policy should be read in conjunction with Market Harborough CE Academy Policies and Learn-AT policies. Specifically, this should be read in conjunction with these policies:

Racial Incidents Policy

Anti-Bullying Policy

Inclusion Policy

Health and Safety Policy

Positive Handling Policy

Exclusion Policy

Administration of medicines

Any parent who is unhappy with how an incident is dealt with can follow the Parental Complaints Procedures, a copy of which is available from the School Office or from the school website.